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GUILFORD COLLEGE BULLETIN OF INFORMATION

CATALOGUE NUMBER
1927-1928

Announcement
1928-1929

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

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ACADEMIC CALENDAR

1928

September 7th	Registration of Freshmen
September 11th	Registration of Sophomores, Juniors, and Seniors
September 12th	Class Work Begins
October 6th	Examinations for Removing Conditions
November 13th	First Quarter Ends
November 29th	Thanksgiving Holiday
December 1st	Philomathean Oratorical Contest
December 20th, 11:30 a.m.	Christmas Holidays Begin

1929

January 3rd, 1:15 p.m.	Christmas Holidays End
January 20th to 26th	Mid-year Examinations
January 28th	Second Semester Begins
February 23rd	Henry Clay Oratorical Contest
March 9th	Examinations for Removing Conditions
March 28th	Third Quarter Ends
March 28th, 11:30 a.m.	Easter Holidays Begin
April 3rd, 1:15 p.m.	Easter Holidays End
April 13th	Zatasian Oratorical Contest
May 18th	Websterian Oratorical Contest
May 27th to June 1st	Final Examinations
June 1st	Senior Class Day
June 1st	Alumni Day
June 2nd	Baccalaureate Service
	Sermon before the Christian Associations
June 3rd	Commencement Day
	Conferring of Degrees
	Commencement Address

ADMINISTRATIVE BOARDS

BOARD OF TRUSTEES

	<i>Term Expires</i>
Joseph D. Cox, High Point, N. C.	1928
Paul C. Lindley, Pomona, N. C.	1928
H. A. White, High Point, N. C.	1929
D. R. Parker, High Point, N. C.	1929
J. Elwood Cox, High Point, N. C.	1930
Richard L. Hollowell, Greensboro, N. C.	1930
C. P. Frazier, Greensboro, N. C.	1931
W. E. Blair, Greensboro, N. C.	1931
Zeno H. Dixon, Elkin, N. C.	1932
David White, Greensboro, N. C.	1932
D. D. Carroll, Chapel Hill, N. C.	1933
C. F. Tomlinson, High Point, N. C.	1933

AUXILIARY COMMITTEES

Advisory Committee

	<i>Term Expires</i>
Hettie O. Hollowell	1928
Sarah C. M. Sampson	1928
Helen T. Binford	1929
Notre M. Johnson	1929
Roxie D. White	1929
Mary M. Petty	1930
Lelia D. Hill	1930
Bertha E. Cox	1930

Girls Aid Committee

In charge of New Garden Hall

Helen T. Binford	Guilford College, N. C.
Marguerite C. Kerner	Greensboro, N. C.
Laura P. Hodgin	Greensboro, N. C.
Ada Blair	High Point, N. C.
Sarah R. Haworth	Burlington, N. C.
Mary R. Cox	High Point, N. C.
Ida E. Millis	Guilford College, N. C.
Evelyn M. Haworth	Guilford College, N. C.
Rachel F. Taylor	High Point, N. C.

Honorary Members

Mary M. Hobbs	Guilford College, N. C.
Adelaide E. White	Guilford College, N. C.

STANDING COMMITTEES OF THE BOARD OF TRUSTEES

Auditing and Finance—R. L. Hollowell, C. P. Frazier.

Boarding Department—C. P. Frazier, Zeno H. Dixon, W. E. Blair.

Buildings and Grounds—R. L. Hollowell, D. Ralph Parker, Paul C. Lindley, H. A. White.

Endowment Fund—J. Elwood Cox, David White.

Farm Committee—Paul C. Lindley, W. E. Blair.

Literary Committee—D. D. Carroll, C. F. Tomlinson, Zeno H. Dixon.

Officers and Faculty—D. D. Carroll, Jos. D. Cox, C. F. Tomlinson.

COLLEGE OFFICERS OF ADMINISTRATION

RAYMOND BINFORD	<i>President</i>
BERTHA M. B. ANDREWS	<i>Dean of Women</i>
D. ELTON TRUEBLOOD	<i>Dean of Men</i>
KATHARINE C. RICKS	<i>Librarian</i>
N. ERA LASLEY	<i>Registrar</i>
HILL TURNER	<i>Business Manager</i>
MAUD L. GAINY	<i>Treasurer</i>
LAURA D. WORTH	<i>Matron</i>
EMILY R. LEVERING	<i>Matron New Garden Hall</i>
VIRGINIA HELMS	<i>Acting Librarian</i>

FACULTY COMMITTEES

Athletics for Men—Algic I. Newlin, Charles N. Ott, L. Lyndon Williams, J. Wilmer Pancoast, C. R. Crawford.

Athletics for Women—Bertha M. B. Andrews, Eva G. Campbell, Dorothy Gilbert, Eulalia Hanna.

Campus—L. L. Hobbs, Hill Turner, Eva G. Campbell, Laura D. Worth.

Credentials—N. Era Lasley, L. Lyndon Williams, Samuel Haworth.

Debates—D. Elton Trueblood, Elwood C. Perisho, Philip W. Furnas, Duane McCracken.

Examinations—J. Wilmer Pancoast, Milton C. Davis, Minnie Kopf.

Executive—L. L. Hobbs, Hill Turner, Samuel Haworth, Bertha M. B. Andrews, D. Elton Trueblood, Algic I. Newlin.

Lectures and Entertainment—Elwood C. Perisho, Eva G. Campbell, J. Wilmer Pancoast, Maud L. Gainey, Helen T. Binford, Max Noah, Hill Turner.

Library—Dorothy Gilbert, Katharine C. Ricks, J. Franklin Davis, N. Era Lasley, Milton C. Davis, Eulalia Hanna, Philip W. Furnas, E. G. Purdom, H. M. Kressin.

Personnel—D. Elton Trueblood, Algic I. Newlin, L. Lyndon Williams, Hill Turner, C. R. Crawford, Duane McCracken, Bertha M. B. Andrews, Eva G. Campbell, Dorothy Gilbert, Minnie Kopf, N. Era Lasley, Emily R. Levering, Laura D. Worth.

Publications—Samuel L. Haworth, N. Era Lasley, Philip W. Furnas, Elwood C. Perisho, Hill Turner.

Social—Bertha M. B. Andrews, D. Elton Trueblood, Eva G. Campbell, Helen T. Binford, L. Lyndon Williams, J. Wilmer Pancoast, E. G. Purdom.

FACULTY

RAYMOND BINFORD *President of the College
and Professor of Biology*

B.S., Earlham College, 1901; M.S., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph.D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

LEWIS LYNDON HOBBS *President Emeritus*

A.B., Haverford College, 1876; A.M., Haverford College, 1883; LL.D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS *Professor of Greek and
Biblical Literature*

A.B., Haverford College, 1875; A.M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philoeophy, Universities Leipzig and Straesburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College, since 1888.

ELWOOD CHAPPELL PERISHO . . . *Lecturer, Professor of
Geology and Director of College Extension*

B.S., Earlham College, 1887; M.S., Earlham College, 1889; M.S., University of Chicago, 1895; Fellow University of Chicago, 1894-1895; LL.D., Earlham College, 1910; Assistant in Science, New Garden Boarding School, 1887-1888; Professor of Mathematics, Guilford College, 1888-1893; Assistant in United States Geological Survey (field work), 1894; Professor of Geology and Physics, Wisconsin State Normal, 1895-1903; Professor of Geology, University of South Dakota, and State Geologist of South Dakota, 1903-1914; Dean of the College of Arts and Sciences, University of South Dakota, 1907-1914; President of the State College of Agriculture and Mechanical Arts, South Dakota, 1914-1919; Educational Administrator and Lecturer, U. S. Army Educational Corps, 1919-1920; Member of Faculty American Army University, Beaune, France, 1919; Lecturer, Guilford College, since 1920.

H. LOUISA OSBORNE *Professor Emeritus*

A.B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, summers 1888-1895; 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Guilford College, since 1892.

J. WILMER PANCOAST Professor of Mathematics

B.S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago; Instructor of Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

**MILTON CORNWELL DAVIS Professor of Latin
and German**

A.B., Harvard College, 1917; A.M., Harvard University, 1918; with Friends' Mission in France, 1919-1920; Graduate Student at Harvard University, 1920-1923; Guilford College, since 1923.

**MINNIE KOPF Associate Professor of
Home Economics**

A.B., Cornell College, 1918; Graduate Student Columbia University, summer 1919; Graduate Student University of Chicago, 1921; Head of Home Economics Department Mt. Vernon High School, Iowa, 1918-1921; Critic Teacher in Normal High School, Postville, Iowa, 1921-1922; Head of Home Economics Department Normal Central College, 1922-1923; Guilford College, since 1923.

**EVA GALBREATH CAMPBELL Associate Professor
of Biology**

A.B., Ohio Wesleyan University, 1915; A.M., Ohio State University, 1919; Graduate Student, University of Chicago, summer, 1916; Marine Biological Laboratory, Woods Hole, Mass., summer 1922; Graduate Student, Ohio State University, summer 1924; Instructor in Biology, North Carolina College for Women, 1919-1924; Guilford College, since 1924.

**SAMUEL L. HAWORTH Professor of Biblical
Literature and Religion**

Ph.B., Chattanooga University; A.M., Brown University; Graduate Student, Chattanooga University, 1908; Professor of Biblical Literature, Wilmington College, Wilmington, Ohio, 1908-1911; Graduate Student Brown University, 1911-1913; Minister in Friends Meeting, Minneapolis, Minn., 1913-1919; High Point, N. C., 1919-1923; Traveler and Student in Europe, 1923-1924; Guilford College, since 1924.

ALGIE INMAN NEWLIN Professor of History

A.B., Guilford College, 1921; A.M., Haverford College, 1922; Graduate Student Columbia University, summer 1923; Graduate Student University California, summer 1924; Graduate Student Johns Hopkins University, 1926-1927; History, Burlington High School, 1922-1923; History, Pacific College, 1923-1924; Guilford College, 1924-1926, and since 1927.

HILL TURNER *Business Manager of the College
and Professor of Education*

A.B., Vanderhilt University, 1918; A.M., Columbia University, 1924; Graduate Student, Columbia University, 1924-1926; Teacher, Massey Preparatory School, 1913-1918; Educational Director, Priaon Service of Y.M.C.A. abroad, 1919-1923; Business Manager and Professor of Education, Guilford College, since 1926.

CHARLES N. OTT *Professor of Chemistry*

A.B., Penn College, 1921; M.S., University of Iowa, 1924; Ph.D., University of Iowa, 1926; Principal of Public High School, 1921-1922; Graduate Assistant in Chemistry, University of Iowa, 1923-1925; Professor of Chemistry, Guilford College, since 1926.

DOROTHY LLOYD GILBERT *Instructor in English*

A.B., Earlham College, 1925; Graduate Student Columbia University, summer, 1926; Teacher in Public High Schools of Ohio, 1922-1923 and 1925-1926; Director of Physical Education for Women, Guilford College, 1926-1927. Instructor in English, Guilford College, since 1926.

DUANE McCRACKEN *Professor of
Economics and Business*

A.B., Penn College, 1918; University of Wisconsin, 1920; Candidate for Ph.D., University of Minnesota, 1927; Teacher in Public Schools of Iowa, 1913-1914; Teacher of Economics, Junior College, 1920-1922; Graduate Assistant in Economics, University of Minnesota, 1922-1927; Professor of Economics and Business, Guilford College, since 1927.

LYLE LYNDON WILLIAMS *Professor of Education* ✓

B.S., Guilford College, 1922; A.M., University of North Carolina, 1927; Principal Vienna High School, Forsyth County, N. C., 1922-1925; Graduate Student, University of North Carolina, 1925-1926; Statistician, State Department of Education, North Carolina, 1926-1927; Professor of Education, Guilford College, 1927-1928.

D. ELTON TRUEBLOOD *Dean of Men and
Professor of Philosophy*

A.B., Penn College, 1922; S.T.B., Harvard University, 1926; Graduate Student, Brown University, 1923-1924; Student Hartford Theological Seminary, 1923-1924; Student Woodbrook, (England), summer, 1924; Graduate Student Harvard University, 1924-1926; Dean of Men and Professor of Philosophy, Guilford College, since 1927.

BERTHA MAY BELLE ANDREWS . . . *Dean of Women and Director of Physical Education for Women*

Graduate of the Normal School of Gymnastics, now the Department of Hygiene, Wellesley College, 1904; The Bible Institute, Chicago, summer, 1906; Student of Spanish, Buenos Ayres, 1909-1910; Columbia University, summer, 1926; Head of Department of Hygiene and Physical Education, Mosea Brown School, 1904-1906; Acting Head of Physical Education, Miss Knox School, 1907-1908; Head of Department of Physical Education N. C. C. W., 1908-1909; Missionary in the Argentine Republic, 1909-1913; Head of the Department of Hygiene and Physical Education, Bates College, 1913-1917; Dean of Recreation Course for War Workers and Acting Head of the Division of Physical Education, National Board of the Y. W. C. A., 1918-1919; Organizer and Head of the Department of Hygiene and Physical Education, Colby College, 1921-1923; Dean of Women and Director of Physical Education for Women, Guilford College, since 1927.

PHILIP W. FURNAS *Professor of English*

A.B., Earlham College, 1913; A.M., Harvard University, 1916; Teacher of English, Oakwood School, 1913-1915; Instructor in English, Earlham College, 1916-1919 and 1921-1925; Graduate Student in English, Harvard University, 1915-1916 and 1925-1927; Professor of English, Guilford College, since 1927.

E. GARNESS PURDOM *Associate Professor of Physics*

A.B., Centre College, 1923; M.S., University of Chicago, 1927; Instructor in Physics, Kentucky College for Women, 1922-1923; Instructor in Physics, Ashland Kentucky High School, 1923-1926; Graduate Student in Physics, University of Chicago, for five quarters, 1926-1927; Associate Professor of Physics at Guilford College, since 1927.

MAX STEPHEN NOAH *Professor of Music*

A.B., Iowa State Teachers College, 1927; Teacher's Diploma in Voice and Piano, Iowa State Teachers College, 1927; Concert Tour with Redpath Lyceum Bureau three seasons; Organist and Director of Music in the leading churches, Waterloo, Iowa, 1921, 1924-1925; Conductor of the City Male Chorus, Waterloo, Iowa, 1924-1926; Head of Department of Music, Guilford College, since 1927.

EDNA EULALIA HANNA *Assistant Professor of Spanish and French*

A.B., Athens College, 1917; A.M., Peabody College, 1924; Graduate Student George Washington University, 1918-1919; Pace and Pace School of Accountancy and Business Administration, 1919-1921; Student in Spanish, Iloilo, Phillipine Islands, 1921-1923; Student Colegio International, Barcelona, Spain, 1924-1925; Student Spanish and French, Berlitz School of Languages, 1925-1927; Student Pomona College, summer, 1927; Teacher Iloilo High School, 1921-1923; Instructor, Colegio International, Barcelona, Spain, 1924-1925; Teacher in Alexandria High School, McKinley High School, 1925-1927; Assistant Professor of Spanish and French, Guilford College, since 1927.

CLIFFORD RANKIN CRAWFORD . . . Director of Physical Education for Men

A.B., Davidson College, 1923; Student in Extension Courses of the University of North Carolina, 1924-1925; Director of Athletics and Instructor in History and Science at Gastonia High School, 1923-1927; Director of Physical Education for Men at Guilford College, since 1927.

HUGO MAXIAMILIAN KRESSIN . . . Professor of Romance Languages

A.B., Washington College, 1918; A.M., Vanderbilt University, 1920; Ph.D., New York University, 1927; Instructor in French and German, Washington College, 1917-1918; Instructor in French, Vanderbilt University, 1918-1919; Professor of French and Spanish, Carson Newman College, 1919-1923; Assistant Professor of Spanish, University of South Dakota, 1923-1925; Professor of Romance Languages, Guilford College, 1927-1928.

VIRGINIA STANTON KRESSIN . . . Instructor in Latin

A.B., University of South Dakota, 1927; Teaching experience in public schools, in Colorado; Instructor in Latin, Guilford College, 1927-1928.

GUILFORD COLLEGE

HISTORY

Guilford College had its beginning in the New Garden Boarding School, an academy chartered in the year of 1834 under the laws of the State of North Carolina. The New Garden Boarding School opened its doors in 1837 with an enrollment of fifty students—twenty-five boys and twenty-five girls—and was operated continuously for fifty-two years. In 1888, an amendment to the Act of Incorporation was enacted which granted the institution the authority to confer degrees and changed the name to Guilford College.

A preparatory department was operated in conjunction with the college until 1923; since that time only academic work of collegiate grade, leading to the degrees of Bachelor of Arts and Bachelor of Science, has been offered.

Guilford College is now classified as an A-Class College through membership in the Association of Colleges and Secondary Schools of the Southern States. It is similarly classified by the North Carolina Department of Education, in coöperation with the North Carolina College Conference. It is also on the list of colleges approved by the American Medical Association. The work of the college, therefore, is accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities throughout the nation.

This briefly is the story of the legal history of the college. The roots of its life, however, run deep into the entire history of the State and colony of North Carolina. The Society of Friends in North Carolina was one of the first religious bodies to form a permanent organization. George Fox, the founder of the Society, visited North Carolina in 1672 and the records of Friends in North Carolina embrace a period of 230 years. Their desire to found an institution of learning grew out of a conviction that a democratic fellow-

ship, based on the individual responsibility, characteristic of early Friends' meetings for worship required an educated membership. It was founded, therefore, not so much to produce a trained ministry, as to produce a trained society.

POLICY

The founders of New Garden Boarding School were interested, therefore, in establishing an institution where broad, liberal culture might be secured in homelike surroundings and under strong religious influences. This policy has been consistently pursued throughout the ninety years of uninterrupted service. It is the purpose of Guilford College to lay a broad foundation for life based on a knowledge of the literary, scientific, and social achievements of the race. To this foundation it hopes that its graduates will add a professional training as a preparation for great and efficient living. Although Guilford College is not a professional school, it does offer work in education sufficient to meet the State requirements for the certification of teachers in the public school and it does offer special pre-medical courses and other practical, scientific, business and pre-professional studies.

The enrollment of the college is limited to a group small enough so that every member may become personally acquainted with every other member. With such a number work may be carried on in a way to bring out the finest qualities of every individual in the college fellowship. With a student body of three hundred young men and women and a faculty of thirty, it is believed that the finest type of united, coöperative, sympathetic student work may be done. In a group of this size the individual is important. He counts for something. Everyone is essential to the well-being of the community as a whole.

RELIGIOUS INFLUENCES

Guilford College is under the control of the Society of Friends, but in its practice it is non-sectarian. Among its students are young people of many denominations. There is a daily chapel service which all attend. Both the Young Women's Christian Association and the Young Men's Christian Association occupy prominent places in the activity of the student body. At mealtime, in prayer meetings and in Sunday School work, faculty and students coöperate in the upbuilding of Christian character.

LOCATION

Guilford College is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles west of the city of Greensboro. The entrance to the college grounds is one mile from the Guilford College station, on the branch of the Southern Railway between Greensboro and Winston-Salem. The campus is happily situated in the rolling oak and hickory woodland of the Piedmont region which is noted for its mild and healthful climate.

Historically, this vicinity is rich with interest. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe Cannon," and three miles to the north is the famous battle ground of Guilford Courthouse. Near the campus granite stones mark the site of the old Yearly Meeting House used as a hospital during that battle.

BUILDINGS AND GROUNDS

The College property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic fields occupy thirty acres. About half of the remainder has been cleared for cultivation. The college maintains its own dairy and truck gardens.



Church

Memorial
Y. M. C. A.

King
Library

New Garden
Archdale

Founders
Cox

The campus with its fine old oaks is the peer of any in the State. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

Founders Hall stands at the end of the main driveway. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and third floors equipped as a dormitory for girls. On the first floor are the college dining room, the halls of the Philomathean and Zatasian Literary Societies, the office and apartment of the Dean of Women, and reception rooms.

Archdale Hall was erected in 1886, and was named in honor of the Quaker Governor, John Archdale. In 1927, this building was completely renovated and will now house comfortably forty men. On the first floor are the Men's Center and a committee room for student activities.

Y. M. C. A. Hall was built in 1891 to accommodate the Young Men's Christian Association. On the first floor are the Y.M.C.A. hall and dressing room for the athletic teams. The second floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies.

Memorial Hall was erected in 1897 by the former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon. It contains the administrative offices, book store, postoffice, chemical laboratory and lecture rooms, biological laboratory, music department, auditorium, office of the student publications, *The Guilfordian* and *The Quaker*, and museum.

New Garden Hall was erected in 1907 by the Girls Aid Committee of North Carolina Yearly Meeting to house those girls who are willing to reduce expenses by coöperative housekeeping. The Hall affords accommodations for fifty-two girls, besides a reception room and living room for the

matron. In recent years, student service has been extended to the other dormitories, but the income from the Girls Aid endowment is still used for the maintenance of New Garden Hall and for loans and appropriations to needy young women.

The Library. The present library building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in its appointments, having a fire-proof stack room with steel shelving and a large vault. It is in this vault that the early minute books of most of the Quaker Meetings in North Carolina and many other manuscripts of great historical value are stored. These have been carefully classified and catalogued and are used extensively for historical and genealogical research.

The Library contains more than ten thousand volumes. A small group of students is admitted to the Library for a special study of the technique of the care and administration of a library.

The reading room is well supplied with the State papers and the best magazines and periodicals representing general literature and the special departments.

King Hall. The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains six class rooms, the physics laboratory and the laboratory for home economics.

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams.

The Museum. The cabinet of natural history contains specimens representing a wide range of natural objects which are of great value for illustrating the work in biology, geology, and chemistry. The display of these objects is of real interest to the many visitors at the college.

The Gymnasium, erected in 1898, contains a basketball floor 50 by 76 feet and two galleries for spectators at intercollegiate contests.

Athletic Fields. The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, and track. It is surrounded by a quarter-mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving room for all to play who desire to do so.

The Laboratories. The College possesses four laboratories: Chemistry, Physics, Biology, and Home Economics. These laboratories are equipped with modern apparatus and offer adequate facilities for up-to-date scientific work in the leading sciences.

THE MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.

ENDOWMENT

More important than the buildings and equipment for guaranteeing the permanent quality and success of the work of a college are the Endowment Funds which supply an income to supplement the tuition charges in meeting the operating expenses of the institution. Within recent years

the endowment of the college has been substantially increased. The total fund now amounts to \$560,000. Our friends have established many special funds for the support of scholarships, the care of buildings and grounds, and the maintenance of special departments of instruction. A list of these funds will be published in connection with the Annual Report of the President and Treasurer of the College. The plant and the endowment are now estimated to be worth \$900,000.

REQUIREMENTS FOR ADMISSION

Graduation from an accredited high school or the equivalent is required for admission to Guilford College except in the case of special students.

Candidates for admission to the Freshman Class must have completed the required subjects listed below.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school.

Applicants who are not graduates of an accredited high school must present a record of the work they have done and a certificate showing that the college entrance examination has been passed.

SUBJECTS REQUIRED

Entrance certificates must show the completion of the following units in order to secure Freshman standing:

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
Foreign Language	2	units
History	1	unit
Electives	6½	units

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in Mathematics or one of the sciences to receive the degree of Bachelor of Science should, if possible, present French or German for entrance.

The amount of credit given for work in Natural History, General Science, Physics or Chemistry will depend upon the laboratory work done in connection with the course as shown by a laboratory notebook, which the applicant must submit

in order to receive credit amounting to more than one-half unit.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records which the student may submit.

One unit in Biblical Literature is accepted from Sunday Schools which comply with the standards set by the Council of Church Boards of Education.

ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

<i>Subjects</i>	<i>Maximum Units</i>
English	4
Social Science, including History and Civics	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Physiography	1 or .5
General Science	1 or .5
Biology	1 or .5
Botany	1 or .5
Zoology	1 or .5
Physiology	1 or .5
Chemistry	1 or .5
Physics	1 or .5
Drawing	1
 Vocational Subjects	
Commercial Geography5
Agriculture	2
Manual Training	2
Home Economics	2

Stenography	1
Commercial Arithmetic	1
Bookkeeping	1
Bible	2
Music	2
Expression5

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed the high school course, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared. Graduates of accredited high schools who have not completed the required subjects listed on page 19 will be classed as irregular students.

SPECIAL EXAMINATIONS

Examinations for the removal of conditions will be held in October and March each academic year. A student applying for these examinations must notify the Registrar at least two weeks before the date of examination.

Conditions should be removed at the first regular examination period after receiving a conditional grade; if not then removed, a fee of two dollars must be paid in order to secure an examination. A student who neglects to take the first two opportunities to remove a condition or who fails

to pass the examination a second time must repeat the course to secure credit for it. Should absence from school or illness prevent the student from taking any examinations, another opportunity will be allowed.

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, and *E*. *A* indicates a grade from 91 to 100; *B* from 81 to 90; *C* from 70 to 80; and *D* from 50 to 69; and *E* below 50. The numerical grades do not appear on the reports. Failure is indicated by a grade of *D*. Such a grade carries with it the privilege of taking a special examination. An *E* grade for the semester indicates that the course must be repeated in order to secure credit for it.

CHANGING CLASSIFICATION

No student shall be allowed to change his classification without the consent of the Registrar and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after registration. A student who drops a course later than one month after the beginning of the semester will have a failure recorded for the course.

REQUIREMENTS FOR GRADUATION

Graduation is based on four years of study beyond the high school course. Each year consists of thirty-six weeks of study. The work is measured in semester hours. One semester hour represents one recitation and two hours of preparation, or the equivalent, each week for eighteen weeks. To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours and make an average grade of 75%.

A degree will not be given to any one who has done less than one year of work in residence at Guilford College, and the last half year of the work required for the degree must be done in residence. In the application of this rule twelve semester hours will be considered one-half year's work.

In planning a college course two phases of work must be provided for. First, provision must be made for a widening of the intellectual horizon by excursions into the various fields of knowledge. Second, an opportunity must be provided for a student to do extensive study in the special field in which his personal interests lie. So far as the intellectual requirements for graduation go, the difference between the various colleges lies in their methods of meeting these two needs of the student. Some arrange the courses offered into three or more groups, and require the student to select a certain number from each group. Other colleges select from the different departments certain courses which they require all the students to take. The assumption has been made that introductory courses taken in any order would adequately serve the purpose of widening one's culture. The failure of the college graduate to have any general comprehension of the relationships of the various fields of knowledge or of the relationship of this knowledge to life's problems hardly justifies the assumption that an arbitrary selection of courses is efficient or even defensible. A much better assumption is that there is a logical order in which to proceed and that it is desirable to bring this knowledge into practical relationship with life problems.

COURSE OF STUDY

The outline given below shows the general program for the college course. The subjects printed in ordinary type above the black line are required of all students. The foreign language may be Greek, Latin, French, German or Spanish, unless the choice is limited by the department in which the student is majoring. A choice is allowed between college algebra and mathematical analysis, except for students who intend to do further work in mathematics. They must take college algebra. The head of the department of Religion may allow some choice in the courses that may be taken to fulfill the requirement in Biblical literature.

In deciding what course to pursue in meeting the requirements of major and related subjects, students should consult their faculty advisers or the head of the department in which they are planning to major.

	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
6 Natural Science	6 Psychology and Social Science	6 Social Science	6 Philosophy and Religion	
6 English	6 Literature and Art	6 Biblical Literature	<u>6 Elective</u>	
6 Foreign Language	6 Foreign Language	<u>6 Major or Related Subject</u>	<u>6 Major or Related Subject</u>	<u>6 Major or Related Subject</u>
6 Mathematics	<u>6 Major or Related Subject</u>			
<u>6 MAJOR</u>	<u>6 MAJOR</u>	<u>6 MAJOR</u>	<u>6 MAJOR</u>	<u>2 Physical Education</u>
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education	

In selecting the required subjects outlined on page 24 we have tried to proceed in a historical and logical order. English, Foreign Language and Mathematics are considered tools with which one does intellectual work. They should, therefore, be mastered early in the college course. The natural sciences preceded psychology and the social sciences in the order of their development and they also, in a way, form the basis on which the other sciences are built. The natural and social sciences furnish the materials out of which a philosophy is built. A knowledge of the fine arts is highly valuable for the understanding of man and his social relationships and Biblical literature may well be considered a prerequisite to the study of Christian philosophy. By means of informal discussion groups we will be able to point out the contributions that the natural and social sciences make to an understanding of our daily life and problems.

In the section of the curriculum marked "major and related subjects," the student has an opportunity to exercise his personal preferences and to follow some special line of study with the purpose of mastering it. He will first choose his major subject, then he will turn to the department in which his major is found and learn what related subjects are proposed. Chemistry is related to Biology; Physics is related to Mathematics. A student taking one should take the other. There will be a considerable range of choice allowed in the related subjects, but a student should bear in mind that the related subject chosen in the Sophomore year is to be continued through the Junior and Senior years, and the related subject chosen in the Junior year is to be continued through the Senior year. Students expecting to teach should begin a study of Education as a related subject in the Sophomore year and should continue it through the next two years. Students who have any prospect of doing graduate work should continue the study of French and German through the Sophomore and Junior years as subjects related to the major. A reading

knowledge of these two languages is necessary for the satisfactory pursuit of graduate work.

A student must do a minimum of 24 semester hours' work in the subject he has chosen for his major and must make an average grade of 81% in that subject in order to be allowed to continue to major in it.

Candidates for the degree of bachelor of arts must elect their majors from the departments of Religion, English, French, German, Greek, History, Economics, Latin, or Music. Candidates for the bachelor of science degree must elect their majors from the departments of Biology, Chemistry, Home Economics, Mathematics, or Physics.

Proficiency in the use of the English language is required of all students. This will be determined by standard tests. All students are required to take six hours of English in the first year, but students who cannot prepare themselves to pass the standard test by a course of six hours will be required to take more.

Each student is required to learn at least one foreign language. Some will be able to do this in two years. Others may require a longer time. A standard test will be provided to determine whether or not a foreign language has been learned.

No student shall be admitted to a third year of work in any subject without the consent of the head of the department.

EXTRA HOURS

No student shall be allowed to carry more than seventeen hours of college work without special permission of the faculty and never more than twenty hours.

Piano and voice lessons shall be counted in the maximum number of hours a student may carry.

No student is eligible to take extra hours unless he has passed all his work and made *B* on fifty percent of it during the preceding semester.

THESIS

A dissertation on some scientific or literary subject is required of all Seniors. The subject must be related to a department in which the student has done at least eighteen hours work.

Third year students who have a general average of 85% or more on all their subjects or who have an average of 90% or more on their major subjects will be allowed to make six semester credits on a senior thesis provided the subject is chosen before September 11th. The subject must be a major subject and the outline for the work approved by the head of the department and the committee appointed from the faculty.

PHYSICAL EDUCATION

Eight hours of the requirements for graduation must be in *Physical Education*, two hours of which may be earned each year during the college course.

PROFESSIONAL COURSES

Courses are arranged to meet the needs of those students who are planning a professional career. **Pre-medical, pre-engineering, pre-law** courses and courses for religious workers are given special consideration. Courses for those planning to teach are arranged so that the students may meet the State requirements for the certification of teachers and at the same time meet the requirements for a degree from Guilford College.

OUTLINE OF COURSES

The courses of instruction are numbered in accordance with uniform plan. Odd numbers indicate the first semester, even numbers the second semester of the academic year. Courses designated 1-2, 23-24, etc., run through the first and second semesters, beginning with the first semester. Students should consult the head of the department concerned with regard to their selection of courses.

ANCIENT LANGUAGES

LATIN

The Latin Department aims to familiarize the student with Classic Latin; to enable him to use Latin as source material for scientific, historical and literary research; and to teach him to appreciate the literary value of Latin in itself and in its influence on later literatures.

Ease and accuracy in translation and a mastery of the general structure of the language are insisted upon.

A major in Latin shall consist of four full year courses chosen from those listed below, exclusive of *Latin A* and *Latin B*. A student pursuing this major must also take twelve credit hours of Greek.

The related subjects must be worked out with the head of the department.

Latin A—Cicero. Five hours each week. Credit: three hours first semester.

This course consists of the four orations against Catiline. Composition work weekly. Oration, style, historical and biographical setting are emphasized.

Latin B—Virgil. Five hours each week. Credit: three hours second semester.

This course consists of at least four books of Virgil. Aensid, Composition work weekly. Syntax, translation, poetic form, and literary value of the poem are emphasized.

Latin 1—Livy. Three hours each week. Credit: three hours first semester.

Translations, lectures and collateral reading are required. Book I is studied as a source book of literature and history, Book XXI, as a picture of Rome at the height of her glory.

Latin 2—Horace and Cicero. Three hours each week. Credit: three hours second semseter.

Horace, Odes and Epodes and Cicero, De Senectute are studied. Translations, lectures and parallel readings.

Latin 3-4—Prose Composition. One hour each week. Credit: one hour each semester.

Required of all students taking Latin 1 and 2.

Latin 5—Virgil and Ovid. Three hours each week. Credit: three hours first semester.

Virgil, Georgics I and IV and selections from Ovid, Metamorphoses. Special attention is given to the principles of Latin poetry and to mythology.

Latin 6—Roman Philosophy. Three hours each week. Credit: three hours second semester.

This course is given as a study in Roman philosophy with special attention to philosophical thought as expressed by the two authoress, Cicero and Lucretius. Technical meanings of words and thorough drill in syntax are emphasized.

Latin 7—Roman Comedy. Three hours each week. Credit: three hours first semester.

Two plays by Plautus and two by Terence will be studied with the view of teaching the fundamental qualities of Roman comedy.

Latin 8—Seneca and Tacitus. Three hours each week. Credit: three hours second semester.

Two of Seneca's Tragedies will be studied as types of Roman tragedy. Tacitus, Agricola as history and biography.

Latin 9-10—Survey of Classic Latin Literature. Three hours each week. Credit: three hours each semester.

This course consists of selections from all types of Latin literature, history, criticism, letters, satires, epigrams, lyric and epic poetry, etc. Tacitus, Juvenal, Horace, Cicero, Pliny the younger, Martial, Virgil, etc., are studied.

Latin 12—Latin Philology. Three hours each week. Credit: three hours second semester.

This course is designed to connect the study of Latin with that of English, and will deal principally with the relations between these two languages.

GREEK

A major in Greek shall consist of twenty-four credit hours of Greek. A student pursuing this major must also take twelve credit hours of Latin and twelve hours of work in French or German. Other related subjects must be worked out with the head of the department.

Greek 1-2—Grammar and Composition. Three hours each week. Credit: three hours each semester.

The first semester in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost, Greek Primer. In the second semester, two books of Xenophon, Anabasis are read.

Greek 3-4—Anabasis, and Selections from Herodotus and Homer. Three hours each week. Credit: three hours each semester.

In the second semester, the third book of the Anabasis and about an equal amount of Herodotus are read in the first semester. The second semester is given to Homer, Iliad.

Greek 5-6—Selections from Plato, Thucydides, and New Testament. Three hours each week. Credit: three hours each semester.

During the first semester of the third year Plato, Apology and Crito, and Thucydides are read. The last semester is given to New Testament Greek. See Department of Religion.

Greek 7-8—Advanced Greek. Three hours each week. Credit: three hours each semester.

This course will be arranged to meet the wishes and abilities of the members of the class.

BIOLOGY

The Department of Biology offers work leading to the degree of Bachelor of Science. The courses for a major in this department have been planned with a definite sequence. This is necessary for an accumulative knowledge of the subject and for mental growth. The plan is so made that the last year includes six hours of individual work devoted to some special problem and a written report of the results obtained.

A major includes not only from 24-30 hours in biology but a total of 48 hours, which includes some allied subject or subjects, according to the field in which the student wishes to place the emphasis.

If a student is planning to teach, the State Department of Education requires thirty hours of biology, one year each of chemistry, physics, and geography (geology may be substituted), 15 hours of general education, 3 hours of special methods, and 3 hours of practice teaching.

For a medical course or for graduate work as much chemistry as possible should be taken and at least one year in physics. This work also should be accumulative in content. This alone is not sufficient, as most graduate schools require a reading knowledge of French and German.

In home economics, general biology, bacteriology, and physiology are required. Bacteriology and physiology are open to all students having completed *Biology 1-2*.

Biology 1-2—General Biology. Two lectures and six hours of laboratory each week throughout the year. Credit: four hours each semester.

This course consists of a study of the general facts, processes, and laws that govern the existence of living things. Plants will be studied in the first semester and animals in the second. Their structures will be observed, their life-history worked out, and the life process learned. One finds in this course those fundamental facts which make it possible to understand one's own body. The principles of organization and co-operation are also discussed.

Biology 3-4—Vertebrate Zoology and Comparative Anatomy. One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

In this course the structures of the different types of vertebrate animals will be studied and their origin and relationships discussed.

Prerequisite: *Biology 1-2*.

Biology 5—General Embryology. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The development of the vertebrates animal from the egg to the adult form is followed, the chick being used as the chief example for observation.

Prerequisite: *Biology 1-2*.

Biology 6—Heredity and Evolution. Three hours each week.
Credit: three hours second semester.

Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory.

Prerequisite: *Biology 1-2*.

Biology 7-8—Advanced Biology. Three lectures, or nine hours of laboratory each week. Credit: three hours each semester.

Courses in morphology or physiology of plants or in cytology, histology, or physiology will be offered according to the wishes of students who are prepared to take them.

Biology 9—Bacteriology. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The lectures deal with the morphology and physiology of bacteria in general, including a brief discussion of the industrial and hygienic applications of bacteriology, and with infection, immunity, and the specific infectious diseases. Laboratory includes the preparation of culture media and a study of some of the more important non-pathogenic bacteria, observing and recording the biological changes in cultures under observation, the preparing and staining of bacteria, also the examination of water and milk.

Prerequisite: *Biology 1-2*.

Biology 10—Physiology of the Human Body. Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of the physiological processes of the human body.

Biology 12—An Introduction to Biology. One lecture and four hours of laboratory work each week. Credit: three hours second semester.

This course is required of all freshmen. It undertakes a general survey of the field of Biology. Demonstrations and some training in technique are given.

Equipment. The Department of Biology and the Museum of Natural History occupy a well lighted room on the first floor of Memorial Hall. A lecture room in the same building is shared with the Department of Chemistry. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 by 60 feet, is well equipped

for all of the courses offered. The working tables accommodate twenty students at one time; each student is furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials, and apparatus for both elementary and advanced work in histology, anatomy, cytology, and embryology; collecting apparatus and small aquaria and a large teaching collection of biological specimens, minerals, formations, and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

CHEMISTRY

The Department of Chemistry offers a sequence of courses leading to the degree of Bachelor of Science and fitting students to enter the industrial field or pursue graduate work. The courses are also arranged to satisfy the needs of teachers of Science, of Home Economics and of pre-medical students.

A major in Chemistry shall consist of *Chemistry 1-2, 3-4, 6* and *7-8* or their equivalents. The most important related subject is mathematics, which should be continued for two years beyond the freshman year. Students who thus prepare themselves should elect physics in the junior year and continue it through the senior year. Students who are unwilling to take the mathematics should take up biology in the sophomore year and continue it for two or three years. For chemical engineering, especially if one should rise to a manager's position, training in economics would be especially valuable. Students who are planning to teach should elect 18 hours from the courses listed under Education, and also take a course in special methods in chemistry. In addition to this, those who expect to teach in a small high school should include biology, physics, and geology, instead of taking advance work in mathematics. Those who are looking forward to graduate work should arrange their

courses so as to secure a reading knowledge of French and German.

Chemistry 1-2—General Chemistry. Two lectures and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a thorough study of the more important elements and their compounds and the laws which govern them. It is designed to be of general educational value and to give at the same time an accurate knowledge of elementary Chemistry and the methods of scientific study. No credit will be given for a half year's work in this course.

Chemistry 3-4—Qualitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours each semester.

This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals.

Prerequisite: *Chemistry 1-2.*

Chemistry 6—Quantitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours second semester.

A brief study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. The course is planned for pre-medical students, but all students majoring in Chemistry are required to take it.

Prerequisite: *Chemistry 1-2 and 3-4.*

Chemistry 7-8—Organic Chemistry. Two lectures or recitations and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a study of the principal compounds of carbon and their derivatives. This course is required of all students majoring in Chemistry and will be essential to students of medicine.

Chemistry 9—Theoretical Chemistry. Lectures and three hours of laboratory each week. Credit: three hours first semester.

A course in elementary physical Chemistry, with emphasis on atomic structure, kinetic theory, properties of solids, liquids, and gases, properties of solutions, and applications of physical chemistry to qualitative and quantitative analysis.

Not offered 1928-1929.

Chemistry 11—Advanced Qualitative Analysis. Lectures and laboratory; first semester. Credit: to be determined.

A further study of the methods used in separating bases and acids, with special emphasis on the principles involved. Minerals, alloys, commercial products, etc., are analysed.

Chemistry 12—Advanced Quantitative Analysis. Laboratory and lectures; second semester. Credit to be determined.

This is a continuation of Chemistry 6 and consists of the analysis of minerals, gas, iron, steel, and alloys.

Chemistry 13—Teaching of Chemistry. Lectures, conferences, and practice work in laboratory supervision. Students will attend one lecture or conference period per week, and oversee and direct laboratory work in *Chemistry 1-2*. Credit, as arranged—not to exceed three hours; first semester.

Prerequisite: *Chemistry 1-2, 3, and 6.*

Chemistry 14—Chemistry of Food and Nutrition. Lectures, laboratory work, and outside reading three hours each week. Credit: three hours second semester.

This course comprises a study of the organic and inorganic food-stuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up.

Prerequisite: *Chemistry 1-2, and 7.*

Chemistry 15—Chemistry Seminar. Lectures, laboratory and outside reading; first semester. Credit to be determined.

Arranged primarily for students majoring in Chemistry. The work consists of solving some simple research problem.

ECONOMICS AND BUSINESS

The department of Economics and Business has a three-fold purpose: In the first place, it aims to help the student understand our present economic order. Second, it aims to call attention to our most important economic problems, and where possible, to suggest methods of solution. Third, it aims to give the student the rudiments of a practical business training.

A major in the Department of Economics and Business shall consist of at least twenty-four semester hours of Economics and Business subjects. *Economics 1-2* is required of all. *Economics 3* and *Economics 4* are recommended for the first year student who plans to major in the department.

Economics 3 and *Economics 4* give the student a descriptive background, *Economics 1* and *Economics 2* give him an understanding of fundamental principles, and the succeeding courses give him the opportunity to apply these principles to the more practical business problems.

History and political science are recommended as desirable related subjects which should be elected in the second year and continued through the next two years. American History or American government is required. Students who contemplate graduate study should obtain a reading knowledge of French and German. A thorough training in the use of the English language is required. Other subjects which may be considered in connection with the work in economics are mathematics, philosophy or religion.

Economics 1-2—General Economics. Three hours each week.
Credit: three hours each semester.

The purpose of this course is to give the student a clear understanding of the fundamental principles governing the production, exchange, distribution, and consumption of wealth. The method will be primarily class discussion based upon a textbook and collateral reading. Open to second, third, and fourth year students.

The entire course must be completed before credit can be given for either semester.

Economics 3—Industrial and Commercial Geography. Three hours each week. Credit: three hours first semester.

The purpose of this course is to study the relation between geographic conditions on the one hand and our commercial and industrial life on the other. It includes a descriptive treatment of the geographic distribution of our economic resources and the currents of world commerce.

Geology 4—Economic Geology. Three hours each week.
Credit: three hours second semester.

(For descriptions see *Geology*.)

Economics 5—Money and Currency. Three hours each week.
Credit: three hours first semester.

This is a careful study of our present monetary system. The points of a good monetary system are emphasized and monetary fallacies explained. Historical developments are traced briefly. Foreign systems are compared with our own.

Prerequisite: *Economics 1-2.*

Economics 6—Credit and Banking. Three hours each week.
Credit: three hours second semester.

This is a descriptive and analytical study of the development of banking and credit. The marks of a good banking system are pointed out and the various aspects of banking and credit policy are analyzed. European banking systems are compared with our own.

Prerequisite: *Economics 1-2 and 5.*

Economics 7—Principles of Accounting. Textbooks, problems and laboratory work. Three hours each week. Credit: three hours first semester.

This is a study in the keeping and analyzing of business accounts. It includes definitions, principles of debit and credit, trial balances, and the analysis of financial statements.

Prerequisite: *Economics 1-2.*

Economics 10—Principles of Marketing. Textbooks, problems, and laboratory work. Three hours each week. Credit: three hours second semester.

This course deals with marketing functions, agencies, and problems. It includes a study of marketing methods and policies, standardization, price quotations, and produce exchanges.

Prerequisite: *Economics 1-2.*

Economics 11—Labor Problems. Textbook, required readings, and reports. Three hours each week. Credit: three hours first semester.

This course is a brief survey of our most important labor problems. It deals with labor organization, industrial relations, and labor legislation.

Prerequisite: *Economics 1-2.*

Not offered 1928-1929.

Economics 12—General Sociology. Textbook, individual reports, and collateral reading. Three hours each week. Credit: three hours second semester.

The purpose of this course is to help the student to understand society. It is a study of social activities, social forces, and institutions. Means of social control are examined. Open to Juniors and Seniors.

Economics 13—Business Finance. Textbook, original sources, and lectures. Three hours each week. Credit: three hours first semester.

This course deals with the financial policy and financial management of corporations. The study includes capitalization, sale of stocks and bonds, and the determination of profits and dividends.

Prerequisite: *Economics 1-2, 5, and 6.*

Not offered 1928-1929.

Economics 14—Business Organization and Management. Textbook, lectures, and reports. Three hours each week. Credit: three hours second semester.

This is a study of the best methods of organizing and administering business enterprises. It deals with types of organization, layout, standardization, and controlling operations.

Prerequisite: *Economics 1-2.*

Not offered 1928-1929.

Economics 21-22—Seminar in Business Problems. Maximum credit: three hours each semester.

This course is designed especially for honor students. It will consist of original study and investigation on the part of the student under the direction of the instructor. Advanced business students may register on permission of the instructor.

EDUCATION

It is the purpose of the Department of Education to develop in the pupil an appreciation of the value of the school as an institution; to impart a knowledge of educational principles and methods of teaching; and to equip him for service as teacher in the elementary and secondary schools of North Carolina. Students desiring to teach should consult the department with regard to the requirements of the North Carolina State Department of Education for teachers' certificates.

Education 1-2—An Introduction to the Study of Education.

Three hours each week. Credit: three hours each semester.

This course is for sophomores, and is an introductory survey course in Education. It provides a background for other courses in the department. It is intended to equip the student to choose a branch of educational work for further study; to help him later on to deal with his citizenship problems, and especially to become an intelligent school-board member, councilman, or parent. The course will be concerned with the plans for the organization of public education; the place and importance of education in our national life; and to present-day problems of education as they relate to the pupil, the teacher, and the parent. Freshmen may enroll for this course by special permission.

Education 3—History of Education. Three hours each week.

Credit: three hours first semester.

This course deals with the evolution of educational principles and practices. While a general survey of early European educational development is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period is undertaken in order that the student may be made conscious of the reform conceptions of early modern times.

Education 5—Educational Sociology. Three hours each week.

Credit: three hours first semester.

This course deals with the principles of Sociology as related to Education. Social forces, processes, and values as affecting education will be discussed and emphasis will be placed on the importance of the school as a social institution.

Education 6—Educational Psychology. Three hours each

week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

Education 7—Tests and Measurements. Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements such as the nature of measurements, the derivation of educational scales and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Not offered 1928-1929.

Education 9—Principles of Elementary Education. Three hours each week. Credit: three hours first semester.

This course is designed to meet the demand for an introductory survey of the general principles that underlie good teaching. It aims to familiarize the student with the various types of learning and the principles essential to effective class instruction.

Education 10—Elementary School Methods. Three hours each week. Credit: three hours second semester.

This course deals specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

Education 11—Principles of Secondary Education. Three hours each week. Credit: three hours first semester.

This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

Education 12—High School Methods. Three hours each week. Credit: three hours second semester.

After a preliminary survey of the psychology of high school subjects the practical problems of teaching these subjects are covered in considerable detail. The aim of this course is two-fold: first, to give the student a knowledge of the nature of high school subject matter; second, to give him a working knowledge of the methods of high school instruction.

Home Economics 9—Special Methods in Home Economics. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Home Economics.)

Philosophy 1—General Psychology. Three hours each week. Credit: three hours first semester.

(See course outlined in the Department of Philosophy.)

ENGLISH

A student majoring in English is expected to acquire an adequate knowledge of English and American literature in combination with an ability to use the English language in a creditable fashion, with some feeling for style. A background of history, classical languages and literature, and of the literature of other nations will be expected. In addition to twenty-four hours of work in the Department of English, a choice from the following courses in related subjects is expected: *a.* Education (for students who expect to teach), *b.* A classical language, *c.* Philosophy, *d.* Biblical Literature, *e.* History, *f.* Courses in writing. Whichever course is begun in the sophomore year should be carried on through the junior and senior years. A second related subject, taken up in the junior year, should be carried on through the senior year. Courses in the Department of English must be taken as nearly in the order indicated by the numbers of the courses as possible. *English 1-2* and *English 3-4* must be taken in the first and second years respectively.

ENGLISH AS A TOOL

At the end of the course in first year English students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and in the preparation of a report with properly referred authorities and a bibliography, will be required.

English 1-2—English Composition. Three hours each week.
Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

English 3-4—Survey of English Literature. Three hours each week. Credit: three hours each semester.

In the first semester, a study is made of the prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. The chief poets and prosa

writers of the Romantic and Victorian periods are studied in the second semester.

Prerequisite: *English 1-2.*

English 5-6—Romantic Movement, and Tennyson and Browning. Three hours each week. Credit: three hours each semester.

The poetry of Wordsworth, Byron, Shelley, and Keats, and aspects of the Romantic movement. In the second semester Tennyson and Browning are studied.

English 7—Nineteenth Century Prose Writers. Three hours each week. Credit: three hours first semester.

This course might be termed "Nineteenth Century Thought" since it will center upon the literary men who wrote and lectured upon such subjects as the natural sciences, economics, philosophy, politics, religion, literature and art. Some of the important works of Carlyle, Ruskin, Emerson, Arnold, Newman, Mill, and Huxley will be studied for thought and style. Lectures and discussions.

Not offered 1928-1929.

English 8—American Literature. Three hours each week. Credit: three hours second semester.

A survey course in prose and poetry from the Colonial period to the present. Class readings and collateral readings. Lectures, discussions, and reports.

English 9-10—Shakespeare. Three hours each week. Credit: three hours each semester.

At the beginning of the course some attention will be devoted to a study of the growth and development of English drama and the principles governing drama. Six or seven of Shakespeare's important plays will be studied in detail in class; others will be read outside class but discussed in class. Lectures will be given on both groups.

English 11—Argumentation and Debating. Three hours each week. Credit: three hours first semester.

At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches and debates.

Prerequisite: *English 1-2.*

Not offered 1928-1929.

English 12—Practical Writing. Three hours each week. Credit: three hours second semester.

Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings.

English 13—Anglo-Saxon. Three hours each week. Credit: three hours first semester.

Introductory course in Anglo-Saxon. A study of grammar and syntax, translations.

English 14—Beowulf. Three hours each week. Credit: three hours second semester.

A thorough study, in the original, of the English epic. In both courses, English 13 and 14, the languages of the older periods will be compared with modern English.

English 16—Journalism. Three hours each week. Credit: three hours second semester.

An introductory course dealing with the history of journalism in America, the form of the news story, the feature story, the editorial and news writing. Lectures, discussion, much writing.

Not offered 1928-1929.

English 18—Contemporary Literature. Three hours each week. Credit: three hours second semester.

Lectures, reports, and reading in poetry, essay, novel, and drama of today.

Not offered 1928-1929.

English 19—General Literature. Required of all sophomores. Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

EXPRESSION

Work in oral expression and dramatics will be offered. For details see or write the president of the college.

GEOLOGY

Geology 1-2—General Geology. Class room, laboratory and field work. Three hours each week. Credit: three hours each semester.

This course will include:

1. Brief study of Astronomic and Physiographic Geology.
2. Investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation and deposition of sediment through the action of the atmosphere, wind, water, rivers, glaciers and oceans.
4. A brief study of Structural and Historical Geology.

Geology 4—Economic and Structural Geology. Three hours each week. Credit: three hours second semester.

This work is designed to follow the work in commercial geography offered in the department of Economics and Business, and will deal with the economic phases of geology and mineralogy.

Geology 5—The Earth. Three hours each week. Credit: three hours first semester.

A general survey of physical sciences, with lectures, demonstrations, and experiments, will be undertaken in this course. The work will include a general study of the earth in its astronomical relationship, its parts, the materials of which it is composed, and the natural forces operating on it.

Required of all freshmen.

GERMAN

The work outlined in the courses in German are designed to give students a thorough training in the grammar and literature of the language, and to prepare them for teaching or for graduate work.

Students who intend to major in German should plan their work with the head of the department. Students majoring in this department must secure six hours of credit in French as early in the college course as possible, and it is recommended that they continue the study of this language for two or three years. Those who present Latin for entrance may pursue it as a related subject in college, or may take up Greek as a related subject. European History is required, and students should take as much English literature and translation of the world's masterpieces as may be available from other departments.

German 1-2—Elementary German. Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

Text: Joynes and Wesselhoeft, *German Lesson Grammar*; Mueller and Wenckebach, *Glueck Auf*; and some simple prose text.

This course is prerequisite to all other courses in German.

German 3-4—Advanced German Grammar and Composition. Three hours each week. Credit: three hours each semester.

Translation and outside reading, with written reports in German. If there is a demand, the course is divided in the second semester into two sections, one to make a survey of German Literature, the other to study scientific German.

Text: Mezger and Mueller, *Kreuz and Quer*; Schiller, *Der Neffe als Onkel*; Stroebe and Whitney, *Geschichte der Deutschen Literatur*; Hodges, *A Course in Scientific German*; Gore, *German Science Reader*; or other intermediate texts.

Prerequisite: *German 1-2*.

German 5-6—Lessing and Schiller. Three hours each week. Credit: three hours each semester.

This course gives a study of the lives and influence of Lessing and Schiller, including extensive reading of their important works. Written reports are required.

German 7-8—Goethe. Three hours each week. Credit: three hours each semester.

This gives a study of the life and influence of Goethe, including reading of his important works. Written reports are required.

Prerequisite: *German 3-4*.

German 9-10—History of German Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *German 5-6 or 7-8*.

German 11—Faust. Three hours each week. Credit: three hours first semester.

An intensive study of Goethe's Tragedy and its composition.

HISTORY AND POLITICAL SCIENCE

A major in the Department of History and Political Science consists of a minimum of twenty-four hours chosen from the courses listed below, always including *History 5-6*. These courses are planned so that they must be pursued in their proper sequence. Students should consult the head of the department in order to plan properly the major work and the related subjects.

The literature of a nation helps the student to understand its history. Courses in English literature are, therefore, valuable as related subjects for the major in history. Courses in Biblical literature and religious education are of value in interpreting the history of western nations. They may, therefore, be selected as related work. Students are also urged to secure a reading knowledge of both French and German, not only for their value as undergraduate studies, but also because they are required for graduate work.

Students preparing to teach in the schools of North Carolina may take certain of the courses listed under Education in order to meet the requirements of the State in the certification of teachers. There will be other students majoring in History who are planning to enter other careers, such as business or law. These will be given an opportunity to pursue courses in economics, sociology, or philosophy.

History 1-2—Ancient and Medieval History. Three hours each week. Credit: three hours each semester.

During the first semester a study is made of the ancient civilizations of the East, Egypt, Greece and Rome. The work of the second semester is a survey of the history of Europe from the time of the barbarian invasions to 1500. Particular attention will be given to the religious, political and cultural developments.

Not offered 1928-1929.

History 3-4—Modern and Contemporary European History. Three hours each week. Credit: three hours each semester.

A survey of the history of Europe from 1500 to the present time. Emphasis is placed on the commercial and colonial expansion of the people of Europe, the industrial development, events leading to the World War and attempts to bring about international organization.

History 5-6—American History. Three hours each week. Credit: three hours each semester.

This course begins with the Colonial Period and traces the economic and political developments to the present time. Special attention is given to constitutional development and to the various economic and political problems arising from the growth of the United States into world power.

Open to juniors and seniors.

History 7—The American Foreign Policy. Three hours each week. Credit: three hours first semester.

In this course emphasis is placed on the way the foreign policy formulated and carried out, the struggle for neutral rights, the Monroe Doctrine, territorial expansion, problems of the Pacific, recent connection with European politics and Latin American relations.

Open to juniors and seniors.

Not offered 1928-1929.

History 8—Governments of Europe. Three hours each week.

Credit: three hours second semester.

This course offers a comparative study of the constitutions, structures of governments, and political problems of England, Germany, France, Switzerland, Italy and the new states of Central Europe.

Prerequisite: *History 3-4.*

Not offered 1928-1929.

History 9-10—American Government. Three hours each week.

Credit: three hours each semester.

In the first semester attention is given to the constitutional background, the establishment, structure, and functions of the various departments of the National Government. In the second semester State, Municipal, County and Township governments are studied.

Prerequisite: *History 5-6.*

Not offered 1928-1929.

History 11—Political Science. Three hours each week.

Credit: three hours first semester.

This course is designed to acquaint the student with the nature, origin and evolution of the state, the more important political theories and the nature and functions of government.

History 12—English Constitutional History. Three hours each week. Credit: three hours second semester.

A study of the origin and development of the English political institutions. The course is designed to be of interest to those who are interested in Government and Law. Open to juniors and seniors.

HOME ECONOMICS

The courses in Home Economics are designed to give the student a practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip them for teaching the sub-

ject. Courses in related sciences are required in connection with the work of the department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or dietitian in a public or private institution.

A major in Home Economics shall consist of twenty-four credit hours selected from courses outlined below. A student pursuing this major must also take *Chemistry 7*, *Chemistry 14*, *Biology 9*, Physiology, Economics, and Sociology.

Students planning to teach Home Economics must take all the courses in this department outlined below and in addition must take the following: *Chemistry 7*, *Chemistry 14*, *Biology 9*, Physiology, Economics, Sociology, *Physics 1* or *2*; *Education 1, 2* and *6*.

Thirty hours credit in Home Economics is the maximum amount that will be given towards a Bachelor of Science degree and no college credit will be given for *Home Economics 9*.

Home Economics 1—Interior Decoration and House Planning. Three hours each week. Credit: three hours first semester.

This course takes up the study of the evolution of the house, of modern planning, furnishing and interior decoration.

Laboratory fee: \$6.00.

Home Economics 2—Clothing. One lecture and four hours of laboratory each week. Credit: three hours second semester.

Instruction given in darning, patching and the fundamentals of garment making. Garments of cotton and linen materials.

Laboratory fee: \$12.00.

Home Economics 3—Clothing. One lecture, four hours of laboratory each week. Credit: three hours first semester.

This is a continuation of Home Economics 2. More difficult patterns are used; part of the time is given to the making over of garments. Shopping in relation to textiles and income is studied. Stress on wool; silk garments.

Prerequisite: *Home Economics 2*.

Laboratory fee: \$12.00.

Home Economics 4—Food and Cookery. One lecture, four hours of laboratory each week. Credit: three hours second semester.

This course includes the fundamental principles of preparation of foods; source and manufacture. Balanced menus planned and served.

Prerequisite: *Chemistry 1-2.*

Laboratory fee: \$16.00.

Home Economics 5—Food and Cookery. Three hours each week. Credit: three hours first semester.

Continuation of Home Economics 4. Emphasis placed on nutritious dishes at a moderate cost, basing the dishes on the average American family of five. Attention given to family service and more formal service.

Prerequisite: *Home Economics 4, Chemistry 1-2, Biology 1-2, Physiology.*

Laboratory fee: \$16.00.

Home Economics 6—Clothing. One lecture, four hours of laboratory each week. Credit: three hours second semester.

Continuation of Home Economics 4. History of costumes: clothing budget; factory systems in relation to the consumer are studied. Work in millinery. Emphasis on tailored garments; evening clothes.

Prerequisite: *Home Economics 2, and 4.*

Laboratory fee: \$12.00.

Home Economics 7—Nutrition. Three hours each week. Credit: three hours first semester.

Care and study of the digestive mechanism in relation to health. Study of nutritious foods for all ages. Dietaries studied.

Prerequisite: *Biology 1-2, Biology 9, Home Economics 4, Home Economics 5, Chemistry 1-2.*

Laboratory fee: \$6.00.

Home Economics 8—Dietetics. Two lectures and two hours of laboratory each week. Credit: three hours second semester.

A study of the digestion, assimilation and metabolism of food in the system. Emphasis on minerals and vitamins, and proper food for chronic diseases due to food. Rats will be fed to show relation to vitamins and food elements to health.

Laboratory fee: \$12.00.

Home Economics 9—Methods and Practice Teaching. Credit: three hours first semester.

A study is made of methods and textbooks used in high schools. Practice students have charge of the Guilford High School Domestic Science Department.

Home Economics 10—Household Management. Credit: three hours second semester.

This course includes applied home economics in the home. Menus are planned on a monthly budget. Cost, nutrition of same are discussed. The house management is put on a business basis and students study it from a manager's standpoint. This prepares students for supervision of school cafeterias, etc.

Laboratory fee: \$5.00.

Home Economics 12—Child Care. Three hours each week. Credit: three hours second semester.

Care of the sick in the home is studied, also the care and health of children.

Laboratory fee: \$3.00.

MATHEMATICS

The courses in Mathematics are designed to meet the needs of students desiring later to do graduate work or to teach Mathematics in the public schools. The college requirement of six hours of Mathematics for all candidates for a degree may be satisfied by passing *Mathematics 1-2* or *3-4*.

Students majoring in Mathematics must take *Mathematics 1-2*, 5 and 6 in the first year; *Mathematics 7* and *8* in the second year; *Mathematics 9* and *10* in the third year; and *Mathematics 11-12* in the fourth year.

For a related subject students are required to take one year of Physics and should continue it for two or more years. A reading knowledge of French and German are strongly urged. Chemistry or Biology or Geology or Economics may also be chosen as related subjects.

Students who wish to teach must take three years' work in Education.

Mathematics 1-2—College Algebra. Either *Mathematics 1-2* or *Mathematics 3-4* are required of all freshmen and students working for a degree. Three hours each week. Credit: three hours each semester.

This course begins with a review of the ground work of elementary algebra, and includes quadratic equations, indeterminate equations, progressions, the binomial theorem, and logarithms.

Text: Wells, *College Algebra*.

Mathematics 3-4—Mathematical Analysis. Either *Mathematics 1-2*, or *Mathematics 3-4* are required of all freshmen and students working for a degree. Three hours each week. Credit: three hours each semester.

A careful study is made of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions. Also numerous applications to geometry are included in the course.

Text: Griffin, *Mathematical Analysis*.

Mathematics 5—Solid Geometry. Three hours each week. Credit: three hours first semester.

Text: Wentworth and Smith, *Solid Geometry*.

Mathematics 6—Trigonometry. Three hours each week. Credit: three hours second semester.

Derivation of formulae with their applications; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all students majoring in Mathematics.

Text: Granville, *Trigonometry*.

Mathematics 7—Analytic Geometry. Three hours each week. Credit: three hours first semester.

Theory of Cartesian and Polar coordinates; the straight line; the conic sections; the general equation of the second degree.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 8—Differential Calculus. Three hours each week. Credit: three hours second semester.

Text: Granville, *Differential Calculus*.

Mathematics 9—Solid Analytical Geometry. Three hours each week. Credit: three hours first semester.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 10—Integral Calculus. Three hours each week. Credit: three hours second semester.

Text: Granville, *Integral Calculus*.

Mathematics 11-12—Differential Equations. Three hours each week. Credit: three hours each semester.

A study of ordinary and partial differential equations, with their application to geometrical, physical and mechanical problems.

Text: Murray, *Differential Equations*.

Mathematics 13—Teaching of Mathematics. Three hours each week. Credit: three hours first semester.

This course is designed to assist those desiring to teach Mathematics in the public schools.

Text: Schultz, *The Teaching of Mathematics in Secondary Schools*.

Not offered 1928-1929.

Mathematics 14—Advanced Calculus. Three hours each week. Credit: three hours second semester.

Total and partial derivatives; theory of infinitessimals; development of series; definite integrals; approximations.

Text: Osgood, *Calculus*.

Mathematics 15—Descriptive Astronomy. Three hours each week. Credit: three hours first semester.

This course deals with the main facts of astronomy and offers an elementary explanation of the methods by which the dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained.

Not offered 1928-1929.

Mathematics 16—Surveying. Three hours each week. Credit: three hours second semester.

Numerous field problems in the use of the chain, tape, compass, transit and level. Stadia and plane table work. The use of the solar attachment. Re-surveys. Laying out and dividing land. Profile leveling and establishing grades. Computation of areas. Correct form of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work.

Not offered 1928-1929.

MUSIC

Music is an inherent attribute of the nation's life and thought. The musician is in demand in the schools, the churches, the concert halls, and the homes all over the land.

It is the aim of the Department of Music to combine the technique and theory of music, enriched by an appreciation of its aesthetic value, with a thorough background of cultural subjects. It is with this aim in view that the college offers a degree of Bachelor of Arts with a major in music.

Students desiring such a major must elect at least sixteen hours in applied music, either piano or voice, and eight hours or more in theoretical music and must give a successful recital before graduation.

Entrance Examinations: Students with any degree of proficiency in music may enter the applied music courses; but only those who develop sufficiently and show ability are considered for graduation with a major in music. In most cases an examination must be taken. Those seeking advanced standing in applied music are requested to bring statements from former teachers.

Credit: A student must have a knowledge of the rudiments of music before any credit for applied music will be given. This includes music notation, the construction of the pianoforte keyboard, and the main principles of music.

In addition to the work outlined in this department, a student must take 12 to 18 hours of related subjects. These may be chosen from the departments of English or foreign language, philosophy or religion, or by special permission, from some other department.

Music Organizations, including Choral Society, Glee Clubs and Music Clubs, are described under *Student Organizations*, on page 67.

APPLIED MUSIC

Music 1-2, 3-4, 5-6, 7-8—Pianoforte. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

A systematically developed technical foundation is the first requirement in pianoforte. This is accomplished by the proper hand formation and by the use of carefully selected and graded technical exercises; these are designed to give control to the muscles of the fingers, hands and arms, so necessary for artistic results. At the same time the musical and aesthetic development of the student receives the most careful attention.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00 each semester.

Ten hours each week, \$8.00 each semester.

Music 11-12, 13-14, 15-16, 17-18—Voice. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

True cultivation of the voice in singing consists in the correct development of pure tone quality and control. In order to accomplish this, two things are of utmost importance: correct breathing and proper support of the tone by the muscles of the body. A higher ideal is desired than the perfection of mere mechanical skill, viz.: a musicianly style of singing and all that is implied in the term interpretation, together with a thorough appreciation of the best works of the masters. Ability to sing in at least two foreign languages is required.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00.

Ten hours each week, \$8.00 each semester.

Music 21-22 and 23-24—Violin and Violoncello. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester. Credit in this work does not count towards a Bachelor's degree.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

THEORETICAL MUSIC

Music 31—Theory of Music. Two hours each week. Credit: two hours first semester.

A study of the rudiments of music and its terminology, scales, intervals, chords, etc., as preparation for the study of harmony and overtones. Explanation of transposed instruments and various musical forms.

Music 32—Sight Singing. Two hours each week. Credit: two hours second semester.

The object of this course is to develop rhythm, to aid in reading music at sight, to learn music notation and analysis, and to study music construction to gain a musical background for further study in music.

Music 33—High School Music. One hour each week. Credit: one hour first semester.

Materials for high school music, including cantatas and operettas, are studied and explained. Courses of study in music for high school and junior high school are outlined, and training in advanced conducting is given.

Prerequisite: *Music 31-32.*

Music 34—Appreciation of Music. Two hours each week. Credit: two hours second semester.

Study of musical literature, vocal and instrumental, by means of phonograph, voice and instruments. This course amply provides the student with a training that will enable him to understand and to appreciate the various forms of music and musical instruments.

Music 36—Harmony I. Two hours each week. Credit: two hours second semester.

Four part writing of triads of major and minor keys. Choice of chords. Harmonization of melodies and basses. Keyboard and original works.

Music 37-38—Harmony II and III. Two hours each week. Credit: two hours each semester.

This work follows *Harmony I*, and includes simple modulations and more difficult harmonizations.

Music 39—Harmony IV. Two hours each week. Credit: two hours first semester.

Altered chords. Harmonic analysis. Keyboard work applying previous material studied. Originals.

Music 40 and 41-42—Counterpoint I, II and III. Two hours each week. Credit: two hours each semester.

Melodic progressions, clefts, two, three, and four part counterpoint in all species. Canon and free imitation on choral themes.

Prerequisite: *Music 36, 37-38, 39.*

Music 43-44—History of Music. Three hours each week. Credit: three hours each semester.

I. A survey of music among primitive peoples, early church music, troubadours, minnesingers, and the invention of opera. Musicians from Bach to Weber.

II. The development of romanticism and program music. Musicians from Mendelssohn to Strauss.

III. Modern music in Italy, France, Russia, Scandinavia, England and America.

PHILOSOPHY

It is the purpose of the work in the department of Philosophy to train the student to view himself and his world as a whole. Though the courses listed below will prove useful to those who pursue graduate study or to those who will enter professional life, their chief value is a cultural one.

Students who wish to major in this department must elect a minimum of 24 hours of work in Psychology and Philosophy. Six of these may be earned by individual work in the fourth year, provided one is entitled to this privilege according to the rules for senior thesis, given on page 27. Those intending to complete a major in this department should begin their work in the sophomore year.

Philosophy 1—General Psychology. Three hours each week. Credit: three hours first semester.

A comprehensive attempt to understand human nature. This course is required of all candidates for a degree.

Philosophy 2—Social Psychology. Three hours each week.
Credit: three hours second semester.

A study of the human individual in his social aspects. Special attention is given to the behavior of crowds and the psychology of nationalism.

Prerequisite: *Philosophy 1.*

Not offered 1928-1929.

Philosophy 4—Genetic Psychology. Three hours each week.
Credit: three hours second semester.

A study of the origin and development of mental life in the child and the race. This course will be especially useful to those planning to teach in the lower grades.

This course alternates with *Philosophy 2.*

Prerequisite: *Philosophy 1.*

Philosophy 5-6—Philosophy Survey. Three hours each week.
Credit: three hours each semester.

A course of thorough reading in six great systems of thought: Platonism, Aristotelianism, Stoicism, Christianity, Kantianism, and one modern school.

Not offered 1928-1929.

Philosophy 7—Ethics. Three hours each week. Credit:
three hours first semester.

Readings and discussion of the great contributions to ethical thought, especially those of Aristotle and Spinoza.

Philosophy 8—The Modern Mind. Three hours each week.
Credit: three hours second semester.

A consideration of the various streams of thought which have combined to make up what we know as the modern temper.

Prerequisite: *Philosophy 5-6.*

Philosophy 10—Appreciation of Art. Three hours each week.
Credit: three hours second semester.

Architecture, sculpture, painting, and music will be studied for the purpose of gaining an appreciation of these arts, and for the purpose of understanding the qualities of personality which are expressed in them.

Required of all sophomores.

PHYSICAL EDUCATION

The work in physical education is divided into two divisions—one for men and one for women. Each student is required to make eight hours credit in this department before graduation.

PHYSICAL EDUCATION AND ATHLETICS FOR MEN

It is the purpose of this department to work out a health and recreational program for every man in college. Since competitive sports offer excellent opportunities for exercise and the development of bodily control and at the same time give recreation to the mind, the physical education for men is based on intramural and intercollegiate athletics. Each man is given a physical examination and his program is worked out on the basis of his physical condition. Corrective drills and exercises are given to those who need them.

There are intramural contests in basketball, baseball, track, tennis, volley ball and touch football.

The intercollegiate sports are football, basketball, baseball, track, and tennis.

Each man is required to choose one or more sports in which he must participate three days each week. In addition to this, he must do a certain amount of academic work outlined below.

Physical Education 1-2—Hygiene and Sports. Three times each week. Credit: one hour each semester.

In addition to engaging in some sport three days each week, the students will make a systematic study of how to maintain a healthy body.

Required of all freshmen.

Physical Education 3-4—Sports and the Theory of Games. Three times each week. Credit: one hour each semester.

In addition to participation in some sport three days each week, the student is required to make a special study of some sport each semester.

Required of all sophomores.

Physical Education 5-6—Sports and the Character Building Aspects of Athletics. Three times each week. Credit: one hour each semester.

Required of juniors.

Physical Education 7-8—Sports and Programs of Athletics and Recreation. Three times each week. Credit: one hour each semester.

Physical Education 9-10—Corrective Drills and Exercises. Three hours each week. Credit: one hour each semester.

This course is for those who have special physical defects that need correcting.

PHYSICAL EDUCATION AND HYGIENE FOR WOMEN

Every young woman in college is required to take work in the department of physical education. A thorough medical and physical examination is given to all students upon entering college. This not only enables the student to know her own physical condition in order that she may intelligently conduct her mental and physical activities, but enables the director to know just what the possibilities and limitations of the student are and what is really best suited to her needs. The department aims to provide ways and means to promote health and strength, to improve posture, to give relaxation from mental work, and to aid in the development of precision, alertness, and grace of movement.

Costume—All students are required to provide themselves with the regular Guilford College gymnasium uniform. Full information will be given upon application.

Women's Athletic Association—See *Student Organizations*, page 71.

Physical Education 21-22—Hygiene. One hour each week. Credit: one hour each semester.

This course aims to give a practical knowledge of the proper management, protection, and care of the human body.

Physical Education 23-24—Individual Health Gymnastics and Corrective Exercises. Three hours each week. Credit: one hour each semester.

Required of all students classified for such work as a result of their physical and medical examinations.

Physical Education 25-26—General. Three hours each week. Credit: one hour each semester.

This course includes field hockey, gymnastics, folk dancing, basketball, baseball, marching, stunts, etc. Required of freshmen who are not classified for **Physical Education 23-24**.

Physical Education 27-28—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and aesthetic gymnastics. Required of sophomores not in **Physical Education 23-24**.

Physical Education 29-30—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and aesthetic gymnastics. Required of juniors not in **Physical Education 23-24**.

Physical Education 31-32—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and aesthetic gymnastics. Required of seniors not in **Physical Education 23-24**.

Physical Education 33—Theory and Practice of Physical Education. Three hours each week. Credit: three hours first semester.

This course is especially adapted to those who wish to supplement the teaching of other subjects with coaching, gymnastic teaching, etc. Open to fourth year students who have had all the required work in physical education in their first, second, and third years.

PHYSICS

The courses in physics are designed to prepare students for teaching this subject, for research and for practical work in the industrial field. Those who are majoring in physics must take *Physics 1-2* and *Physics 3-4*, and enough more to complete a minimum of 24 hours in this department.

Since mathematics is absolutely necessary for the study of physics, it is recommended as a related subject; trigonometry and differential and integral calculus are required. There is also a close relationship between physics and chemistry. It is, therefore, recommended that the students who intend to major in physics take chemistry during their freshman year and continue it during their junior year. A good command of the English language and a reading knowledge of French and German are strongly recommended for related subjects in this department.

Physics 1-2—General Physics. Either this course or *Chemistry 1-2* are required of all candidates for a degree. Three lectures and four hours of laboratory each week. Credit: four hours each semester.

In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention is paid to accuracy of observation, measurement, and record in experimental work. A study of mechanics, properties of matter, gases, fluids, and heat is taken up in the first semester.

In the second semester magnetism, electricity, sound, and light are studied.

No credit is given for less than a year's work.

Physics 3-4—Elements of Electricity. Two lectures and four hours of laboratory each week. Credit: three hours each semester.

Fundamental principles of electricity and magnetism as a foundation for practical and theoretical studies in the subject.

Prerequisite: *Physics 1-2* or equivalent, and *Plane Trigonometry*.

Physics 5-6—Elementary Electron Theory. Lectures and recitations, three hours each week. Credit: three hours each semester.

Introduction to the modern electron theory of matter, based upon researches in electric discharges through gases, radio activity, photo-electricity, x-rays, thermionic emission, and modern theories of atomic structures.

Prerequisite: *Physics 3-4*.

Physics 7—Light. Lectures and laboratory work each week.

Credit: three hours first semester.

A study will be made of the nature of light, velocity of light, reflection, refraction, interference, diffraction and an introduction to spectroscopy.

The class work will be accompanied by laboratory exercises in the fundamental phenomena of light and their measurement.

Prerequisite: *Physics 1-2.*

Physics 8—Elementary Mechanics. Three hours each week.

Credit: three hours second semester.

Applications of calculus to the elementary principles of statics and dynamics and the use of these principles in special problems.

Prerequisite: *Physics 1-2.*

Physics 9—Physics Seminar. Credit to be determined by amount and type of work done.

Intended only for those students majoring in physics.

Equipment. The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. The laboratory is supplied with water, gas and electricity, the latter at 110 volts A.C. and 110 and 15 volts D.C., and contains apparatus to demonstrate the principal phenomena of physics and for measurement of forces.

RELIGION

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends.

A major consists of twenty-four hours selected from the courses herein described, the first part of which should be taken in the following order: *Religion 3, Religion 4, Religion 1, and Religion 2.* Students who are taking such a major should choose as related subjects Latin, Greek, English, Modern Language, History or Philosophy, with the expectation of

completing eighteen hours in one subject and twelve hours in another. The selection of related subjects should be made in conference with the head of this department.

Religion 1—Hebrew History. Three hours each week.
Credit: three hours first semester.

An outline study of Hebrew political and religious life from the period of the judges to the destruction of Jerusalem. Internal and external political changes are examined in their influence on moral and spiritual development. The messages of the prophets are studied in the light of their own times and the permanent religious value of their teachings estimated.

Religion 2—Jewish History. Three hours each week. Credit: three hours second semester.

A survey of the Babylonian exile, the return of Jews to Palestine, their life under Persian and Greek rule, independence under the Maccabees, as reflected in prophetic, apocalyptic and poetic writings of the various periods.

Religion 3—Beginnings of Christianity. Three hours each week. Credit: three hours first semester.

A study of the origin of Christianity as set forth in the gospels. The synoptic problem is considered briefly, the course being devoted principally to the outline and details of the life and ministry of Jesus, closing with an estimate of his person.

Religion 4—The Apostolic Church. Three hours each week.
Credit: three hours second semester.

On the historical and religious background of the first century this course represents a study of the early Christian community, the life and ministry of Paul, the spread of Christianity through the Roman provinces and the Christian literature of the period.

Religion 5—History of the Christian Church. Three hours each week. Credit: three hours first semester.

A survey of the Christian Church from the first century to the modern period, including growth, organization, doctrine, papal development, inner struggles, medieval decadence, and protestant reform.

Religion 6—History of the Friends. Three hours each week.
Credit: three hours second semester.

The course includes political and religious conditions in England in the 17th century, the experiences and ministry of George Fox and his associates, writings of prominent Friends, the settlement of Pennsylvania, causes and consequences of separations, recent developments and activities.

Religion 7—The Church: Worship and Ministry. Three hours each week. Credit: three hours first semester.

An inquiry into the nature of worship and the manner of holding Friends meetings, together with a study of the matter and form of the sermon. Designed especially for those who are preparing for the ministry among Friends, but open to all who are interested.

Religion 8—The Church: Organization and Work. Three hours each week. Credit: three hours second semester.

A comparative study of church organization with emphasis on the form of government as developed by Friends in the system of monthly, quarterly, and yearly meetings, and a survey of field and departments of work in the local meeting and in national and international service.

Religion 9—Principles and Methods of Teaching Religion. Three hours each week. Credit: three hours first semester.

This course includes a study of child nature, the aims of religious education, material to be used in such instruction, various types of teaching, the personality and qualifications of the teacher.

Religion 10—Organization of the Church School. Three hours each week. Credit: three hours second semester.

A study of the organization and administration of religious education in the church school and other institutions, including the graduation and management of pupils, and the training and supervision of teachers.

Religion 11-12—Biblical Literature. Three hours each week. Credit: three hours each semester.

An introduction to the study of Old Testament literature, including an analysis of the first six books of the Bible and an examination of the authorship, literary style, and meaning of the prophetic writings.

Religion 14—Seminar in Religious Autobiography. One two-hour period each week. Credit: three hours second semester.

The members of the seminar read each week one of the sixteen books required in the semester. Representative books are: Augustine, *Confessions*, Newman, *Apologia*, and Woolman, *Journal*.

Open to third and fourth year and other mature students.

ROMANCE LANGUAGES

FRENCH

A major in French shall consist of 24 credit hours beyond *French 1-2*. A student pursuing this major must take either *Spanish 3-4*, or *German 3-4*, or their equivalent. Whichever one is chosen should be pursued for two years. Greek, Latin, History or English are recommended as related subjects.

Students who are expecting to teach in the public high schools must elect 18 hours of work in education.

French 1-2—Elementary Course. Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

French 3-4—Intermediate Course. Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

French 5-6—Survey of French Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

French 7-8—Seventeenth Century Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

Not offered 1928-1929.

French 9-10—Eighteenth Century Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

French 11-12—Nineteenth Century Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

Not offered 1928-1929.

French 13-14—Contemporary French Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4.*

French 15-16—Methods of Teaching French. Four hours each week. Credit: three hours for the year at the end of the second semester.

Open to juniors and seniors majoring in French. Hours to be arranged with instructor in charge.

SPANISH

Spanish 1-2—Elementary Course. Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the Spanish language.

Spanish 3-4—Intermediate Course. Three hours each semester. Credit: three hours each semester.

Careful review of grammar, reading, translation, and conversation.

Prerequisite: *Spanish 1-2*, or an accredited two-year high school course.

Spanish 5-6—Survey of Spanish Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *Spanish 3-4.*

Spanish 15-16—Methods of Teaching Spanish. Four hours each week. Credit: three hours for the year at the end of the second semester.

Open to juniors and seniors majoring in French. Hours to be arranged with instructor in charge.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

The two literary societies for young men, the Henry Clay and the Websterian, were organized in 1885. These societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into large rooms on the second floor of the Y.M.C.A. building.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The organizations occupy rooms on the first floor of Founders Hall.

The four societies meet every Friday night. During the year four formal inter-society receptions are given. Each society conducts annually an oratorical contest. The Henry Clay and Websterian societies are participating members of the North Carolina Intercollegiate Forensic Association.

THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889, and have a membership embracing practically the entire student body. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. The two associations conduct jointly Bible classes each Sunday morning, and a six weeks mission study course is conducted during February and March. A number of outside activities are conducted by committees appointed from these associations.

The associations yearly send delegates to the interstate convention and to the student conferences at Blue Ridge.

Committees are appointed by the associations to meet new students on their arrival at Guilford College and to give them every possible assistance. The associations publish each summer a handbook of information about the college which is especially useful to new students. Social affairs of the

college are in the hands of committees appointed by the associations which work in conjunction with the faculty social committee.

Around the Y.M.C.A. and Y.W.C.A. the religious life of the college centers and from them radiates a Christian influence which penetrates every phase of college activity.

MUSIC ORGANIZATIONS

GUILFORD COLLEGE COMMUNITY CHORAL SOCIETY

The choral society is an organization of over one hundred and thirty voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice is required for entrance.

Concentration in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. The "Messiah" by Handel is given annually before the Christmas recess. Works of prominent composers are sung at the annual commencement in June.

THE MINNESINGERS

The boys' glee club forms a prominent place in Guilford College musical activities. Its membership is limited to twenty-eight. It is a member of the North Carolina State and Southern Intercollegiate Association, and participated in the annual contest held in Durham in 1927. An annual tour is taken in the Spring. The annual Minnesingers' concert is given after the trip.

EUPHONIANS

The girls' glee club has been put on a sound basis as a musical organization. It has a membership of thirty. Rehearsals are held regularly each week. Many concerts are given in the immediate communities. The annual concert is given in the Spring of the year.

FEDERATED MUSIC CLUB

The Federated Music Club is composed of members of all music groups. This club is a member of the National Federated Music Clubs. This connection enables the members of the club to keep in touch with new ideas in music and gives each a share in the world of musical thought.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board of nine members, representing equally the Young Women's Christian Association, the Young Men's Athletic Association and the Faculty Literary Club. The council was organized in 1921 to take charge of the presentation of the two plays given annually by the student organizations represented. Through its efforts a property room has been secured in Memorial Hall in which is stored all the permanent equipment of the council.

THE DEBATING COUNCIL

The Debating Council is composed of six students, three from each of the literary societies for men, and the Faculty Committee on Debates. The Council is a member of the North Carolina Intercollegiate Forensic Association. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes *The Guilfordian*, the college weekly. It consists of twelve members elected by the four literary societies. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are elected by the Board. The Board is provided with an office room in Memorial Hall.

ATHLETIC ASSOCIATIONS

The Athletic Associations are formed for the purpose of fostering and encouraging the athletic interests at the college and to assist in the work in the department of physical education. Each student pays an athletic fee which carries with it membership in either the Men's or the Women's Association with full athletic privileges together with the right to attend the college athletic contests on home grounds.

THE ATHLETIC ASSOCIATION FOR MEN

All intercollegiate athletics are under the general direction of the Physical Director for Men and the Faculty Committee on Athletics, in coöperation with the Athletic Association for Men. The managers of the teams are elected by the Athletic Association.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Director for Men, officers of the Athletic Association and the managers of the teams. This council decides all important questions relating to athletics and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics is composed of former students at Guilford College who won their letters. This committee acts in an advisory capacity to the Athletic Association.

IMPORTANT REGULATIONS

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the college in any athletic contest.

No student shall be eligible for any athletic team who shall have been a member of any professional or league team named in the classes A, B, C, or D, in the publication of the National Baseball Committee.

No student shall participate in any athletic contest who failed to pass at least nine hours of the work of the quarter previous to that in which the contest occurs or who is

failing to maintain a passing grade during the current quarter.

No student shall play on any college team during the first semester who registers after October first; nor shall any student become a member of a team during the second semester who registers after February tenth of any year.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

WOMEN'S ATHLETIC ASSOCIATION

This organization acts as an auxiliary to the department of physical education. It is the purpose of this organization to promote constantly and consistently health standards by fostering an interest in physical education and helping to provide ways and means of getting daily exercise and recreation.

STUDENT ACTIVITIES

The Committee on Student Activities has decided that the following will be considered major student activities during the year 1928-1929: President of Y.M.C.A.; president of Y.W.C.A.; editor-in-chief, managing editor or business manager of *The Guilfordian*; manager of football, basketball, baseball, tennis or track; manager of glee club; manager of orchestra; president, secretary or house president of the Women's Student Government Association; editor-in-chief, managing editor, business manager or subscription manager of the Annual; member of a debating team; member of glee club; member of orchestra; member of Dramatic Council; member of Men's Student Council; actor in a play; representative of the college in athletics.

Students participating in major student activities must be bona fide students, must be making a passing grade in at least nine hours of current college work, and must have made a passing grade in at least nine hours during the previous quarter. In case the student has been out of college for a time the rule applies to the last quarter he was in college.

Students who have withdrawn from other institutions on account of failures, or who have been asked to withdraw on account of failures, shall be required to maintain a passing grade for one quarter in at least nine hours of work before being allowed to participate in major student activities.

Students who enter after October first will not be permitted to participate in major student activities during the first quarter. Students who enter after February 10th will not be permitted to participate in major student activities during the third quarter.

A student who makes "D" or "E," cannot have his grade changed before the end of the quarter. No exception is made to this rule in case of students who pass courses at the regular re-examination period. A student who has been given the grade "Incomplete" will be re-admitted to student activities when the instructor who gave the grade reports that the work has been satisfactorily completed, provided the student has then passed the required nine hours.

Committees appointed to make nominations for officers for any of the above offices should confer with the Committee on Student Activities to determine whether the proposed candidate is eligible to hold the office.

THE ALUMNI ASSOCIATION

The Alumni Association is organized with the following officers: President A. K. Moore, Greensboro, N. C.; Vice-President, Hugh W. Moore, Winston-Salem, N. C.; Secretary and Treasurer, N. Era Lasley, Guilford College, N. C.

The Alumni Association, through its committees, extends aid to the college in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at Commencement and the other in August. The Association

publishes a bulletin in which reports of the year's proceedings can be found.

PUBLICATIONS

The Guilford College Bulletin is issued by the College six times a year. Included under this are: the Catalogue, the Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published weekly by a board of editors elected by the four literary societies. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the college find it a valuable means of keeping informed as to what is going on at the College. The subscription price is \$1.50 per year. Address all inquiries and make checks payable to Business Manager, *The Guilfordian*.

The Quaker is published at irregular intervals of one to three years by the student body. It is a record in the form of pictures, poems and sketches of the various student activities of the College.

The Students Directory is published during the summer by the Young Men's and the Young Women's Christian Associations. It contains information about the college affairs useful to new students.

SCHOLARSHIPS, PRIZES AND HONORS

SCHOLARSHIPS

Haverford College offers annually a few scholarships of \$600.00 each, one or more of which are available to members of the graduating class or to recent graduates of Guilford College. Applications for these scholarships must be made direct to the President of Haverford College on or before April first.

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of \$400.00. The applicant shall have attended Guilford College at least two years and shall have distinguished herself in scholarship, excellence of character and give promise of future usefulness.

Only those students who have made formal applications will be considered. All applications must be filed with the faculty of Guilford College on or before April first.

Marvin Hardin Scholarship. The class of 1904 has endowed a scholarship in memory of their fellow classmate, Marvin Hardin, to be awarded annually to that member of the sophomore class making the best scholastic average. This scholarship is available in the spring of the Senior year provided that the student shall pursue the balance of his undergraduate studies at Guilford College.

FELLOWSHIPS

Bible Teachers' Training School Fellowship. The Bible Teachers' Training School, of New York City, offers a fellowship in its School of Theology to be awarded each year upon recommendation of the faculty of Guilford College, to a member of the graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The fellowship provides board, room and tuition and \$50.00 for the student's incidental expenses. It may be held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

PRIZES

Literary Society Prizes in Oratory. The four literary societies: the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award an orator's prize. This prize is awarded at an oratorical contest which is held by each society some time during the year.

Literary Society Prizes for Improvement. Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

The William L. Rudd Consistency Prize is awarded annually to that member of the Websterian Literary Society who has made the best record for participation in the programs of the society.

Declamation Prizes for High Schools. Each year there is held at the college a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two prizes are awarded, one to the successful young man and the other to the successful young woman.

These contests are conducted by the college literary societies in order to stimulate literary society work in the high schools.

Honors. Members of the first and second classes, pursuing the regular amount of work whose average grade is 90 or

above, and whose grade does not fall below 85 in any subject shall be entitled to *Honors*.

Members of the Junior Class who have received an average grade of 93 in their major work and do not receive a grade below 85 in any subject shall be entitled to *High Honors*.

Those members of the Senior Class who have received *High Honors* in their Junior year and whose average grade in the senior year does not fall below 93 shall be entitled to *Highest Honors*.

DEGREES AND PRIZES

1926-1927

DEGREES

The following degrees were conferred on Commencement Day, June 7, 1927:

Bachelor of Arts

Lola Gertrude Beeson	Mary Allen Robertson
Margaret Ailene Beeson	Ruth Virginia Sampson
William Theodore Doub	Raymond Gray Thomas
Anna Josephine Finch	Mary Frances Turner
Charlie Rankin Friddle	Allison Almon White
Rhoda Maie Hollady	Louise White
Artena Cox Jackson	Sidney Arthur Winslow
Winnifred Ruth Malpass	Julia Elizabeth Wolff
Anna May Newlin	

Bachelor of Science

Raymond Eugene Ebert	Lena Mae Marshburn
Chandos Lavell Kimrey	Henry Faison Tew
Hardin Shelley Kimrey	Leslie Elton Warriek

Diploma in Music

Artena Cox Jackson

The following degree was conferred September 23, 1927:

Edith Hedgecock Warriek, A.B.

SCHOLARSHIPS AND PRIZES

Haverford Scholarship	Henry Tew
Haverford Scholarship	Theodore Doub
Bryn Mawr Scholarship	Julia Wolff
Marvin Hardin Scholarship	Nell Stinson
Websterian Orator's Prize	Gurney Collins
Websterian Improvement Prize	Bradley Ward
Websterian Consistency Prize (W. L. Rudd)	Paul Jassimides
Philomathean Orator's Prize	Elizabeth Braswell
Philomathean Improvement Prize	Gertrude Blow
Henry Clay Orator's Prize	Waldo Williams
Henry Clay Improvement Prize	Luther Francis
Zatasian Orator's Prize	Lorena Booker
Zatasian Improvement Prize	Mabel McCollum
Peace Prize	Paul Swanson
William Overman Athletic Prize	Franz Pamperin

HONORS

Eugene Hire	Robert Van der Voort
Mary Ellen Lassiter	Julia Verner

HIGH SCHOOL CONTESTS

Declamation Contest, Leroy Sams, Winston-Salem High School	
Recitation Contest	Irene Thomas, Guilford College
	High School
Athletic Contest	Charlotte High School

EXPENSES

For board, room rent, laundry, tuition, registration, athletic, library, and lecture fees for the academic year of thirty-six weeks.

For men in Archdale Hall (depending upon the room chosen)	\$365.00-368.00
For men in Cox Hall (depending upon the room chosen)	375.00-378.00
For women in Founders Hall (depending upon the room chosen)	350.00-380.00
For women in New Garden Hall (not including laundry, and depending upon the room chosen) estimated	260.00-263.00
For day students (board, room rent, and laundry not included)	125.00

When two or more students come from one family a 5% discount is allowed on the above charges, provided full cash payments are made in advance according to schedule on page 80. No discount is allowed if there is any modification of this schedule for payments, or if full cash payments are not made.

Special Fees

Graduation Fee	\$10.00
Late Registration Fee	2.00
Extra credit hours (more than 18) per hour	3.00
Breakage or damage fee (Founders and New Garden Halls)	3.00
Breakage or damage fee (Cox and Archdale Halls)	5.00

Laboratory Fees

Biology	\$10.00
Biology 12	3.00
Chemistry 11 and 12, per credit hour	2.50
Chemistry 14 and 15, each	5.00
Other courses in Chemistry	15.00
Breakage and supply deposit for all courses in Chemistry	5.00

<i>Geology 1 and 2</i>	4.00
<i>Geology 5</i>	3.00
<i>Physics</i>	10.00
Home Economics:	
Courses 2, 3, 6, and 8, each	12.00
Courses 4 and 5, each	16.00
Courses 1 and 7, each	6.00
Course 10	5.00
Course 12	3.00
<i>Mechanical Drawing</i>	1.50
<i>Surveying</i>	1.00

Fees in Music

Piano, two lessons per week	\$ 75.00
Piano, one lesson per week	45.00
Voice, two lessons per week	75.00
Voice, one lesson per week	45.00
Use of Piano for practice five hours per week	10.00
Use of Piano for practice ten hours per week	16.00
Violin or violoncello, two lessons per week	75.00
Violin or violoncello, one lesson per week	45.00
Music students taking one academic subject	125.00
Music students taking two academic subjects	145.00
Expression, one lesson per week	40.00
Registration fee for students taking music or expression only	15.00

PAYMENTS

Payments are due on or before the following dates:

Thirty percent (30%)	September 11, 1928
Twenty per cent (20%)	November 13, 1928
Thirty per cent (30%)	January 28, 1929
Twenty per cent (20%)	April 1, 1929

Make all checks payable to Guilford College.

Parents or guardians should send with the student draft or cash sufficient to cover the first payments and should send other payments to the student promptly.

During Christmas and Easter vacations no meals will be served at the college and all rooms must be vacated.

REGULATIONS GOVERNING PAYMENTS

By resolution of the Board of Trustees the following regulations are operative, nor are they subject to suspension or alteration by any administrative officer of the college:

Refunds and Reductions. Tuition and registration fees and payments for room rent are not refunded; ninety per cent of laboratory fees are refunded when a student is reclassified; otherwise no refund is made.

Except in special cases, no reduction is made for students who register late; in no case will a reduction be made for a fraction of a week.

In case a student is absent from the college on account of protracted illness of ten days or more, a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that the student was unable to return. Should the student leave the college for any other cause than illness, or be expelled or suspended, all moneys advanced by him shall be retained by the college as liquidated damages for the student's breach of contract; it being agreed that the advancement is a reasonable sum for such damages, since the same are uncertain, speculative and difficult to determine.

Registration. Registration for the first semester must be completed by noon of the day on which the College opens officially, and for the second semester, by 8 a.m. of the first day of that semester. (See *Academic Calendar*.)

Late Registration. Students who fail to complete their registration on time will be charged a special fee of \$2.00.

Failure to pay. Any student who has failed to pay his bills on the dates published in the Catalogue is denied the right to attend classes until his account with the college is adjusted.

No student is considered by the faculty as a candidate for graduation until he has settled all indebtedness to the college.

No student who has not settled his account with the college will be permitted to stand the midyear or final examinations of the college year.

ROOMS

The students furnish pillows, linen, and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before March 1st. Vacant rooms will be assigned in order of application.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half the regular rent.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

NEW GARDEN HALL

Girls are admitted to New Garden Hall on the following terms: Each girl agrees to perform her allotted part of the household duties and to pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about \$9.00 or \$10.00 per month, for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be \$20.00 per year.

LOAN FUNDS

There are several funds that have been set apart to be used as loans to students. Applications must be made on a form which may be secured from the Business Office. All applications are examined by the College Committee on Expenditures.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive free tuition. Students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

STUDENT EMPLOYMENT

Many students at Guilford College meet a large part of their expenses by doing odd jobs about the campus. During the past year the earnings of the students totaled approximately nine thousand dollars. Prospective students who must supplement their funds in this way will please address inquiries to the Business Manager.

CONDUCT

It is taken for granted that any student who enters the institution does so for the purpose of consistent work. It is assumed that he intends to conform fully to that line of conduct which tends to promote the general welfare of the college and to respect fully the rights of fellow students and the wishes of the board of managers.

The Board of Trustees and other administrative bodies have definitely opposed hazing in any form, the use of intoxicating drinks, keeping dangerous weapons, indulgence in profane language and the use of tobacco. A disregard of the customs of the college in these matters will be considered a grave offense and treated accordingly.

In so far as possible students are put upon their honor, and great care is taken to maintain a coöperative relationship. The social life of the young women is regulated by the Women's Student Government Association. The young men have a Student Council which coöperates with the administration in all affairs of discipline affecting them.

The college reserves the right to request the withdrawal of any student who persistently engages in conduct that does not meet the approval of the administrative committees of the faculty or of the college.

GENERAL INFORMATION

Guilford College railway station is on the Southern Railway leading from Greensboro to Winston-Salem. The station is a little more than a mile from the college campus. Most of the trains are met by reliable bus drivers who charge twenty-five cents for transportation to the college. If one wishes to be met at a train which arrives at a late hour in the evening the college should be notified in order that arrangements may be made to have a car meet the train.

The college has telephone connection with all points both on the local and long distance line.

The college post office and telegraph address is "Guilford College, North Carolina," and all communications should be so addressed.

SUMMER SCHOOL

The tenth session of the Guilford College summer school was conducted in 1927, from June 8th to August 9th. This provided nine full weeks of instruction, which corresponded exactly to one-half of a semester. A two-hour period in the summer school corresponds, therefore, with a one-hour period in the regular session, and makes the transfer of credits an easy matter to arrange.

Miss Bessie Guthrie taught classes in education, and served as Dean of Women; Dr. Raymond Binford taught biology; Dr. Chas. N. Ott, general chemistry; Dr. Francis C. Anscombe, history and English; Mrs. Helen T. Binford, French; Dr. C. O. Merideth, German; Miss Bessie Maude Simpson, Spanish; Dr. E. C. Perisho, geology. Raymond Binford acted as director of the session.

The eleventh session of the summer school will open on June 6th and close on August 7th, 1928. Dean D. Elton Trueblood will act as director. Courses in the following subjects will be offered: biology, chemistry, education, English, French, German, history, mathematics, and psychology.

For further information, address Director of Summer School, Guilford College, N. C.

REGISTER OF STUDENTS

GRADUATE STUDENTS

McFarland, Wilbur Galloway	Kernersville, N. C.
Millis, Ida Eleanore	Guilford College, N. C.

SENIOR CLASS

Atkinson, Lois Myrtle	Guilford College, N. C.
Ballinger, Laura Ida	417 N. Spring St., Greensboro, N. C.
Boose, Glenn Oscar	Route 2, Winston-Salem, N. C.
Braxton, Hattie Evelyn	Snow Camp, N. C.
Cox, Joseph John	High Point, N. C.
Cox, Sudie Draughon	Route 2, Princeton, N. C.
Griffin, Robert Brown	Woodland, N. C.
Hall, Ruby Rivers	Roseboro, N. C.
Hassell, Alma Lolene	Jamestown, N. C.
Haworth, Byron Allen	W. Davis St., Burlington, N. C.
Helms, Frances Virginia	Monroe, N. C.
Hodgin, Annie Smith	Guilford College, N. C.
Hodgin, Mary Eugenia	Guilford College, N. C.
Hollady, Berta Rhoena	

1205 Spring Garden St., Greensboro, N. C.

Horney, Ruth Anne	Route 2, High Point, N. C.
Jinnette, Sarah Gertrude	Route 1, Bentonville, N. C.
Kendall, Louise	Guilford College, N. C.
Lane, Ruth Elizabeth	Tyner, N. C.
Mackie, Walter Worth	Route 3, Yadkinville, N. C.
Neece, Espie Norah	Climax, N. C.
Newlin, Ira Guthrie	Saxapahaw, N. C.
Newlin, Orlin Charlie	Route 1, Saxapahaw, N. C.
Pate, Floyd Clarkson	Route 2, Goldsboro, N. C.
Reynolds, Joshua Paul	Guilford College, N. C.
Richardson, Lillie Myrtle	Benaja, N. C.
Robertson, Walter Lee	132 Granite St., Mount Airy, N. C.
Sink, Joseph Carl	Route 1, Lexington, N. C.

Smith, Albert Lee	Pikeville, N. C.
Stinson, Nell Eliza	Route 1, Goldston, N. C.
Wagoner, Annie Elizabeth	Gibsonville, N. C.
Wilkins, Sallie Vann	Route 1, Rose Hill, N. C.
Williams, William Waldo	East Bend, N. C.

JUNIOR CLASS

Beachom, Lois Ruth	Star, N. C.
Beamon, Joseph Everett	Route 6, Elizabeth City, N. C.
Benton, Mills Scott	Sunbury, N. C.
Chadwick, Ethel Jewell	Jamestown, N. C.
Chaffin, Pauline	Calahahn, N. C.
Collins, Gurney Lee	Goldsboro, N. C.
Davis, Walter Ray	Yadkinville, N. C.
Davis, Winnie Elsie	Route 3, Mocksville, N. C.
Edgerton, Sara Gertrude ... 37 Elmhurst Ave., Trenton, N. J.	
Gamble, Mattie Myray	Route 1, Randleman, N. C.
Hadley, Tom McKinley	Saxapahaw, N. C.
Hammond, Leah Elizabeth	Farmer, N. C.
Hazard, Alice Blanche	Union Springs, N. Y.
Henley, Bernice Diffee	Box 1219, Greensboro, N. C.
Hire, Gertrude Elizabeth	Route 1, Winston-Salem, N. C.
Hoyle, James Cranford	Gaffney, S. C.
Hunt, William Alden	East Bend, N. C.
Ives, Rachel Elizabeth	North Wilkesboro, N. C.
Jassimides, Paul Christos .. 437 E. 147th St., New York, N. Y.	
Kimrey, Mildred Mae	R.F.D. 1, High Point, N. C.
King, Thelma May	Box 1369, Greensboro, N. C.
Levering, Elizabeth Berta	Guilford College, N. C.
McBane, Ollie Victoria	Saxapahaw, N. C.
McPherson, Euniee	Route 1, Snow Camp, N. C.
Marshburn, Nancy Edith	Guilford College, N. C.
Mitchell, Sara Bernice	King, N. C.
Moen, Turner Francis	Guilford College, N. C.
Moore, Daniel Stanley ... 108 Library Place, Greensboro, N. C.	

Neal, Claudia Belle	Walnut Cove, N. C.
Neal, Mary Matthews	Meadows, N. C.
Osborne, Frances Hartsell	Pleasant Garden, N. C.
Osborne, Mary Beach	Guilford College, N. C.
Owen, Kathryn Amanda	136 Pine St., Mount Airy, N. C.
Paul, Josephine Ring	Terrace Ave., Elkin, N. C.
Pearson, Mary Newlin	R.F.D. 2, Dudley, N. C.
Proctor, Rose Mae	Spring Hope, N. C.
Reece, Esther Griffith	Guilford College, N. C.
Reynolds, Margaret Kathleen	Route 6, Greensboro, N. C.
Rozell, Edwin Hewitt	Salt Point, N. Y.
Saunders, Virginia Maie	Mount Airy, N. C.
Shipp, Mabel Byrdell	1404 E. Walnut St., Goldsboro, N. C.
Shore, Fannie Della	Boonville, N. C.
Smith, Ruth	Guilford College, N. C.
Spencer, Blanche Elizabeth	112 Pinner St., Suffolk, Va.
Steed, Neola Elizabeth	Jamestown, N. C.
Steele, Wilmer Larkin	Kelton, Pa.
Strickland, Willie Justice	Route 2, Bailey, N. C.
Taylor, Genatus Warren	Spring Hope, N. C.
Thomas, Nellie Victoria	King, N. C.
Thompson, Ilena	R.F.D. 3, Snow Camp, N. C.
Trivette, Howard V., 1234 Patterson Ave., Winston-Salem, N. C.	
Wharton, Richard Goode	Ruffin, N. C.
White, Nancy Moorman	Franklin, Va.
Wilkins, Mary Lou	R.F.D., Rose Hill, N. C.
Wilson, Norma Belle	Pikeville, N. C.

SOPHOMORE CLASS

Atkinson, Robert Henry	Goldsboro, N. C.
Ayers, Robert Dick	Summerfield, N. C.
Barnes, Marie Antoinette	Roxobel, N. C.
Best, Sallie Belle	Bentonville, N. C.
Blow, Beulah Gertrude	Rich Square, N. C.
Bullard, Annie Ruth	Roseboro, N. C.

Bundy, Ruth	Jamestown, N. C.
Cannon, Howard Lee, Jr.	Guilford College, N. C.
Chandler, Paul Thomas	Broadway, N. C.
Coble, Charles Samuel	Guilford College, N. C.
Coltrane, Paul Gray	Guilford College, N. C.
Copeland, Mary Rhodes	Windsor, N. C.
Cox, Alexander McNeil ... 1110 Asheboro St.,	Greensboro, N. C.
Cox, Sarah Catherine	Clarkton, N. C.
Cox, Floyd Milton	Climax, N. C.
Edwards, Frazier McLean	Route 2, Guilford College, N. C.
Farlow, Lena Gertrude	Guilford College, N. C.
Finison, James Holt	Troy, N. C.
Francis, Luther Edgar	Francisco, N. C.
Garner, Viola Mae	Climax, N. C.
Hammond, Walter Whitfield	Asheboro, N. C.
Hayworth, Evelyn Elizabeth	Box 44, Jamestown, N. C.
Hinshaw, George	Yadkinville, N. C.
Hire, Eugene Salathiel	Winston-Salem, N. C.
Holt, Isaac French	Route 1, Saxapahaw, N. C.
Hutchens, William Patterson	East Bend, N. C.
Jackson, Frances Mae ... 2025 Asheboro St.,	Greensboro, N. C.
Jarrett, Mary	Route 7, Hayesville, N. C.
Lassiter, Mary Ellen	Route 1, Rich Square, N. C.
Lemons, Ervin Andrews	115 Maple Ave., Reidsville, N. C.
Lindley, Eunice Elizabeth	Route 2, Snow Camp, N. C.
McCollum, Mabel	Madison, N. C.
Marshall, Reginald Spencer	Germanton, N. C.
Melvin, Loyless Howard ... 1055 Asheboro St.,	Greensboro, N. C.
Monroe, Lola Maye	Star, N. C.
Murphy, Leslie	Davis, N. C.
Neal, Annie Kate	Summit Ave., Walnut Cove, N. C.
Newlin, Benjamin Barelay	Saxapahaw, N. C.
Newlin, Delmas Burton	Saxapahaw, N. C.
Newlin, Mahlon Hale	Route 1, Saxapahaw, N. C.
Pamperin, Franz W.	913 Caldwell St., Greensboro, N. C.
Parker, Alvin Scott	Hillcrest Drive, High Point, N. C.

Parrish, Vernon Ray	Caraway, N. C.
Patrick, Rembert Wallace, Oakwood School, Poughkeepsie, N. Y.	
Peele, Miriam Elizabeth	Guilford College, N. C.
Ragan, Horace Smith	Archdale, N. C.
Ragsdale, Virginia	Jamestown, N. C.
Ray, Annie Josephine	Gibsonville, N. C.
Sink, Olin Ward	Lexington, N. C.
Spivey, Currie Bird	Cameron, N. C.
Stout, John Harold	Guilford College, N. C.
Stuckey, Katie Pearle	Kenly, N. C.
Teague, Carrie Nation	Snow Camp, N. C.
Tew, William Alton	Goldsboro, N. C.
Trueblood, Clare Andrew	Guilford College, N. C.
Van der Voort, Robert, 949 North Lincoln Ave., Pittsburg, Pa.	
White, Elizabeth Burke	Tyner, N. C.
Winslow, Lena Belle	Route 1, Belvidere, N. C.
Yelverton, George Aldon	Fremont, N. C.
York, James	Olin, N. C.
Zachary, Martha Elva Hazel	Snow Camp, N. C.

FRESHMAN CLASS

Allen, George C.	R.F.D. 1, Snow Camp, N. C.
Allen, Graham Lester	Snow Camp, N. C.
Alley, James Granville	Guilford College, N. C.
Alley, William Hale	Guilford College, N. C.
Andrew, Bunyan H.	R.F.D. 2, Snow Camp, N. C.
Andrew, Verna	Route 1, Snow Camp, N. C.
Armfield, Martha Ragan	Route 3, High Point, N. C.
Ayers, Charles Marion	Summerfield, N. C.
Bass, Minnie Mae Pauline	Route 1, Goldsboro, N. C.
Beach, Ben	Hudson, N. C.
Bizzelle, Susie Rogers	Kinston, N. C.
Boles, Ethel Lemae	Route 1, Germanton, N. C.
Bond, Annie Lee	Windsor, N. C.

- Boose, Samuel Alfred R.F.D. 2, Winston-Salem, N. C.
Bouldin, Nina Maie Route 2, Trinity, N. C.
Buyck, Mark G. W. St. Matthews, S. C.
Cheek, Thomas Jackson 54 V St., N.W., Washington, D. C.
Chisholm, Herbert Dillard Route 1, Ramseur, N. C.
Coltrane, Reese Alexander Guilford College, N. C.
Cooper, Mary Louise Pelham, N. C.
Cox, James Roosevelt 317 Worth St., Asheboro, N. C.
Cox, Richard C. 630 Asheboro St., Greensboro, N. C.
Cude, Joseph Stanley, 1828 Elizabeth Ave., Winston-Salem, N. C.
Cullipher, Annie Edith Merry Hill, N. C.
Davis, Irvin Nicholas Route 4, Kenly, N. C.
Day, Rebecca Fair Route 1, Walkertown, N. C.
Denny, Harry Calvin Route 2, Greensboro, N. C.
Dillon, Mary Lee Colfax, N. C.
Elliot, Argyle Elizabeth Knottsville, N. C.
Faircloth, Sherman T. R.F.D. 2, Roseboro, N. C.
Faucette, John Herbert 601 W. Front St., Burlington, N. C.
Fawcett, Elma 19 Rosewood Ave., Asheville, N. C.
Fawcett, Margaret 19 Rosewood Ave., Asheville, N. C.
Finch, Lucy Belle Guilford College, N. C.
Friddle, Mildred Route 2, Stokesdale, N. C.
Fulk, Georgie Savannah Pilot Mountain, N. C.
Futrelle, Mary Alice 203 Maple St., High Point, N. C.
Gamble, Richard Lee Summerfield, N. C.
Gamble, Sarah Virginia Summerfield, N. C.
Goodman, A. B., Jr. 223 N. Main St., Lenoir, N. C.
Gough, Charles William Yadkinville, N. C.
Griffin, Hannah Jane Woodland, N. C.
Guthrie, Leona Mae Snow Camp, N. C.
Harper, James Madison Jamestown, N. C.
Harrell, Ella Rebecca Merry Hill, N. C.
Harris, Beryl Nadine Summerfield, N. C.
Harris, Rachel Mary Route 4, Siler City, N. C.
Harvey, Deborah L. 103 East Jefferson St., Media, Pa.

Hauser, Mary Virginia	Germanton, N. C.
Hendrix, Dewey	R.F.D. 2, Kernersville, N. C.
Hodgin, Evelyn	Route 1, Randleman, N. C.
Hodgin, Robert Blair	Guilford College, N. C.
Hodgin, George Russell	Ramseur, N. C.
Hodgin, William Warren	Jamestown, N. C.
Hollowell, Mary Esther	Guilford College, N. C.
Holton, Mabel Nicholson	Yadkinville, N. C.
Hood, Margaret Deuslow	Route 4, Goldsboro, N. C.
Hoots, Milo Taft	Route 1, Yadkinville, N. C.
Hutchens, Lela Blendon	Mount Airy, N. C.
Hyatt, Harvey Edward	Siloam, N. C.
Ingold, Mabel	Pleasant Garden, N. C.
Jackson, Ivan	R.F.D. 4, Mount Airy, N. C.
Jessup, Annie	Guilford College, N. C.
Jessup, Paul Barker	Guilford College, N. C.
Johnson, Ruby Gold	Route 4, Siler City, N. C.
Jones, Elizabeth Ferris	Guilford, N. C.
Jones, Jesse William	Guilford, N. C.
Kilby, Belva Lee	Hays, N. C.
Knight, Turner Talmage	Route 2, Harmony, N. C.
Lindley, Esther Annie	Snow Camp, N. C.
Lippencott, John P.	S. Church St., Moorestown, N. J.
McBane, William Pauline	Snow Camp, N. C.
McCanless, Annie Lou	Route 5, Goldsboro, N. C.
McCanless, Mattie Enola	Route 1, Randleman, N. C.
Martin, Virgil Augustine	Guilford, N. C.
Melville, Louise	North Wilkesboro, N. C.
Melvin, Ora Elizabeth ...	804 S. Aycock St., Greensboro, N. C.
Moore, Edward Burrough, Jr.	Liberty, N. C.
Moore, Harris Conrad	Liberty, N. C.
Moore, Okel Elwood	Proximity, N. C.
Neal, Edna C.	Meadows, N. C.
Neese, Samuel Bryce	Graham, N. C.
O'Quinn, Mary	Star, N. C.
Osborne, Jay Norman	R.F.D. 3, Box 168, Greensboro, N. C.

Outland, Ruth Mendenhall	Media, Pa.
Palmer, Kelly Neil	Salemburg, N. C.
Parker, Mollie Elizabeth, 204 McLaurin Ave., Laurinburg, N. C.	
Phillips, Jesse Amos	Leaksville, N. C.
Phillips, John Morton	Leaksville, N. C.
Pringle, James Martin	Guilford College, N. C.
Reece, Weldon Edgar	Booneville, N. C.
Reich, Mary Margaret	Elkin, N. C.
Reynolds, Mary Alice	Route 1, Randleman, N. C.
Robertson, Glenn Marion	White Plains, N. C.
Rosenfelt, Irving	790 Grote St., New York, N. Y.
Routh, Marion Kenyon	Granite Falls, N. C.
Saunders, Harry K. Thaw	Star, N. C.
Searboro, Ernest Marshall	512 5th Ave., Greensboro, N. C.
Sears, Lockie Moss	East Bend, N. C.
Self, Loy E.	Lincolnton, N. C.
Shaw, Alvis Yaney	Guilford College, N. C.
Shore, Nora Lula	R.F.D. 3, Yadkinville, N. C.
Short, Samuel Otis	Route 1, Greensboro, N. C.
Siler, Ora Elmina	Route 1, Guilford College, N. C.
Sizemore, Merlie	Yadkinville, N. C.
Smith, Annie Lee	Route 1, Trinity, N. C.
Smith, James Curtis	Route 1, Walnut Cove, N. C.
Smitherman, Sylvania	East Bend, N. C.
Stafford, Ada Blanche	Route 2, Kernersville, N. C.
Stanley, Annie Lavanie	Route 1, Guilford College, N. C.
Stevens, Effie Gertrude	Route 4, Goldsboro, N. C.
Taylor, Howard Taft	Siloam, N. C.
Templeton, Audrey	Hays, N. C.
Templeton, Hazel	Hays, N. C.
Tew, Paul Douglass	Goldsboro, N. C.
Thomas, Mary Alethia	Guilford College, N. C.
Thomas, Phillip David	Guilford College, N. C.
Thurber, Frieda Louise	R.F.D., High Point, N. C.
Vickery, Myra Lynette	Route 1, Greensboro, N. C.
Wafford, Edna Louise	Rosemary, N. C.

Westmoreland, Joseph	Rural Hall, N. C.
White, Elwood Quinton	Belvidere, N. C.
White, Henry Piele	Guilford College, N. C.
White, Herman Ray	Route 1, Elizabeth City, N. C.
Wildman, Marion White	Route 1, Cedarville, Ohio
Williams, Theodore Taft	247 N. Kerr St., Concord, N. C.
Williamson, Jesse B.	Star, N. C.
Wilson, Francis Edward	Madison, N. C.
Winslow, Winnie Evans	Belvidere, N. C.
Woody, William Waldo	Highfalls, N. C.
Wray, William Calvin ...	515 Park Ave., Winston-Salem, N. C.
Wyrick, Vaughn E.	610 Julian St., Greensboro, N. C.

IRREGULAR STUDENTS

The following students have completed a four year high school, but have not acquired regular class standing:

Biles, Robert Blackwell, 103 S. Main St., Winston-Salem, N. C.	
Brown, Walter J., Jr.	George, N. C.
Bunn, James A.	Spring Hope, N. C.
Eagle, Eugene	15 Angelo St., Winston-Salem, N. C.
Edgerton, Perry McIver	512 E. Ash St., Goldsboro, N. C.
Foust, Jack Martindale	Ramseur, N. C.
Hackett, Mabel Ruth	R.F.D. 1, Pleasant Garden, N. C.
Haworth, Herman Elvin	Danville, Ind.
Hendrix, Rosa Ella	Route 2, Kernersville, N. C.
Hendrix, Selma	916 W. Lee St., Greensboro, N. C.
Hinshaw, Gertrude Ina	Emporia, Kansas
Joyner, Doris Chase	Walters, Va.
McKinley, Darrell F.	R.F.D. 1, Goldsboro, N. C.
Powell, William Godwin	Woodland, N. C.
Rabb, William Moore	Lenoir, N. C.
Shore, Avery Clifford	Yadkinville, N. C.
Sink, Dermont, Bryan	Route 1, Lexington, N. C.
Stafford, Allen Hale	Route 2, Greensboro, N. C.
Thompson, Clarence W.	Rich Square, N. C.

Ward, William Alpheus, Jr.	Rich Square, N. C.
Wildman, Ruthanna	Route 1, Cedarville, Ohio
Williams, H. Sinclair, Jr.	65 W. Corbin St., Coneord, N. C.
Wooten, Orville Leroy	Route 6, Shawnee, Okla.
Zachary, Charlie Floyd	Saxapahaw, N. C.

SPECIAL STUDENTS

The following students have not completed a four-year high school, but have been admitted to special work for which they seemed prepared:

Newlin, Elbert Dewey	Guilford College, N. C.
Pearson, Clifton Cobb	Route 2, Goldsboro, N. C.

SUMMER SCHOOL ONLY

1927

Cooper, Hugh Berkeley	Pelham, N. C.
Futrell, Adalia Taylor	Woodland, N. C.
Payne, Pearl	Route 2, Guilford College, N. C.
Payne, Paul	Route 2, Guilford College, N. C.
Robertson, Mabel D.	Guilford College, N. C.
Richardson, Ralph D.	Greensboro, N. C.
Swanson, Paul Revere	Wilkesboro, N. C.
Taylor, Mattie Sue	Danbury, N. C.
Warrick, Edith Hedgecock	High Point, N. C.
Weir, Charles Spencer	R.F.D., Avondale, Pa.
Wolff, Dorothy	Route 7, Greensboro, N. C.
Wolff, Julia Elizabeth	Route 7, Greensboro, N. C.
Yates, Ruth Coffin	Guilford College, N. C.

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Vol. XXI, No. 2

June, 1928



GUILFORD COLLEGE BULLETIN OF INFORMATION

ALUMNI NUMBER

Reports of Committees
1927-1928

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

Entered at Guilford College, N. C., as second-class matter under act of Congress August 24, 1912



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ALUMNI OFFICERS AND COMMITTEES 1927-1928

President

A. K. Moore, Greensboro, N. C.

Vice-President

W. Alpheus White, Jr., Jamestown, N. C.

Secretary-Treasurer

Katharine C. Ricks, Guilford College, N. C.

Assistant Secretary

L. Lyndon Williams, Guilford College, N. C.

COMMITTEES

EXECUTIVE COMMITTEE

N. Rush Hodgin, Chairman (term expires 1930)	Greensboro, N. C.
Edgar H. McBane (term expires 1931) _____	Greensboro, N. C.
Clifford Frazier (term expires 1931) _____	Greensboro, N. C.
Mary M. Petty (term expires 1929) _____	Greensboro, N. C.
Byron Haworth (term expires 1929) _____	Greensboro, N. C.
Walter E. Blair (term expires 1930) _____	Greensboro, N. C.

TRUSTEES OF LOAN FUND

Laura D. Worth, Chairman (term expires 1933)	Guilford College, N. C.
J. Hal Lassiter (term expires 1929) _____	Greensboro, N. C.
N. Era Lasley (term expires 1931) _____	Guilford College, N. C.

COMMITTEE ON COLLEGE POLICY AND ENDOWMENT

R. J. M. Hobbs, Chairman _____	Gastonia, N. C.
William Blair _____	Greensboro, N. C.
D. Ralph Parker _____	High Point, N. C.
C. C. Smithdeal _____	Winston-Salem, N. C.

CHRISTIAN WORK COMMITTEE

B. Russell Branson, Chairman	Greensboro, N. C.
Jos. H. Peele	Guilford College, N. C.
Clara I. Cox	High Point, N. C.

ATHLETIC COMMITTEE

A. I. Newlin, Chairman	Guilford College, N. C.
David J. White	Greensboro, N. C.
J. Carl Hill	High Point, N. C.
E. H. McBane	Greensboro, N. C.
E. G. Shore	Winston-Salem, N. C.

COMMITTEE ON PUBLICITY

Byron Haworth, Chairman	Greensboro, N. C.
John Webb Cannon	Greensboro, N. C.
Robert Marshall	High Point, N. C.
Harvey Dinkins	Winston-Salem, N. C.

LITERARY COMMITTEE

Robert H. Frazier, Chairman	Greensboro, N. C.
Ida E. Millis	Guilford College, N. C.
Dr. E. C. Perisho	Guilford College, N. C.

CAMPUS COMMITTEE

Paul Lindley, Chairman	Greensboro, N. C.
Mrs. J. Elwood Cox	High Point, N. C.
Dr. L. L. Hobbs	Guilford College, N. C.

RECEPTION COMMITTEE

Mattie Doughton, Chairman	Guilford College, N. C.
Mrs. David J. White	Greensboro, N. C.
Era Lasley	Guilford College, N. C.

AUDITING COMMITTEE

J. Hal Lassiter, Chairman	Greensboro, N. C.
Fred Morris	Kernersville, N. C.
Terry D. Sharpe	Greensboro, N. C.

MINUTES OF ANNUAL MEETING

The annual meeting of the Guilford College Alumni Association was held in Memorial Hall at seven o'clock Saturday evening, June 2, 1928. The meeting was called to order by the president, A. K. Moore. The secretary called the roll by classes.

After the secretary had read the minutes of the meeting held June 4, 1927, Mrs. Paul Nunn and Robert Frazier ushered in the members of the graduating class. This class was received into membership in the association and short addresses of welcome were made by the president, A. K. Moore, and by Richard Hobbs, a member of the Class of 1909.

The report of the Executive Committee was read and approved. The treasurer's report, mimeographed copies of which had been distributed at the opening of the meeting, was accepted.

President Moore informed the meeting that, since the last meeting of the association, members of the Senior Class had talked to him about a change in the college ring and that he had appointed a committee to work with the students in designing a ring that would be more distinctive of a Quaker college. Mr. Newlin, a member of this committee, read the resolution which follows and which had been accepted by the student body and the Executive Committee of the Faculty:

"Resolution I regarding the Standard Class Ring adopted in the spring of 1922 reads as follows:

"A standard class ring shall be adopted for Guilford College. This ring shall be white gold with a sardonyx setting embossed with a gold scroll with G. Silver may be substituted for white gold if the individual desires. Degree and class numerals shall be embossed on the shank of the ring."

"Resolved that the above resolution be changed to read,

"The Standard Ring for Guilford College shall be a yellow gold, 10K, stone ring of two sizes, one with a stone 12-10 and the other with a stone 8-10. The selection of the stone shall be left to the class or to the individual. On a band around the stone shall be engraved 'Guilford College—1837.' On one shank shall be placed the College seal with a background of ivy leaves and above it the year shall appear. A plate the same size and

shape as the seal with the forms of a Quaker man and woman engraved on it shall be placed on the other shank backed with oak leaves and above this shall be placed the degree.'"

The Alumni approved of the proposed change in the design of the ring and accepted the resolution.

A. I. Newlin read the report of the Committee on Athletics for the past year and outlined the plans of the committee for the next five years. C. C. Smithdeal, A. W. Hobbs, and J. Carl Hill pledged their support to the program as outlined and urged other members of the association to become more interested in the athletics of the college. President Moore urged members of the association to contribute to the fund which the Committee on Athletics is planning to raise during the next five years, and complimented the efficient work done by Coach C. R. Crawford during the year 1927-1928.

Clifford Frazier read a report of the improvements made on the buildings and campus since our last meeting.

Joseph D. Cox read an interesting account of the plans of the Centennial Celebration Committee for the erection of Hobbs Hall, an arts and science building to be erected in honor of Dr. Hobbs.

President Binford had been asked to tell the members of the association about the new curriculum which had been introduced in the college. Due to the lateness of the hour he passed out pamphlets which gave a description of the new course of study and asked those present to write him their opinion of it.

At 8:30 o'clock a memorial service was held for Miss Louise Osborne who had passed away on May 19. This meeting was open to the public.

Dr. L. L. Hobbs read a splendid paper of appreciation of the life and work of Miss Osborne. All who wished to were given the opportunity to pay tribute to "Miss Louise." Dr. Binford spoke of her helpfulness to him when he came to Guilford as a teacher of Biology and later as president of the college. Dr. Perisho, who was a classmate of Miss Osborne at Earlham College, spoke of her wonderful intellect, her big heart and her

unusual personality. Herbert Reynolds, a student at the college when Miss Osborne came as a member of the faculty in 1892, spoke appreciatively of her in behalf of the former students.

The meeting then adjourned to the Library for a reception in honor of the graduating class and for the unveiling of a portrait of Dr. Hobbs presented to the college by the Class of 1914.

Alma Crutchfield Nunn presented the portrait which was unveiled by Richard Hobbs, Jr., a grandson of Dr. Hobbs. Joseph H. Peele, in a very fitting manner, paid tribute to Dr. Hobbs and accepted the portrait for the Alumni Association. President Binford accepted the portrait for the college.

The speeches of presentation and acceptance are printed in the Alumni Bulletin.

ERA LASLEY, *Secretary.*

REPORTS OF COMMITTEES

EXECUTIVE COMMITTEE

The meetings of the Executive Committee during the past year have been well attended and every one willing to do what he could for the advancement of Guilford.

Since A. K. Moore was president of the association and, therefore, an ex-officio member of the Executive Committee, John Woosley was appointed to take his place on the committee.

Lyndon Williams was appointed assistant secretary for 1927-1928.

Your committee favored a program for educational evening of Yearly Meeting and a committee was appointed to secure a speaker and arrange a program for this evening.

The work of Byron Haworth and his co-workers in the publicity work of the college deserves to be commended and we pledge our support to this splendid work.

Plans were made for classes graduating from 1897 to 1906 to have reunions on Alumni Day.

A committee was appointed to work with the students and faculty on a new design for the college ring.

Your Executive Committee is co-operating with the Athletic Committee in an effort to raise \$1,500.00 per year for five years for college athletics. This money to be used to buy bleacher seats for Hobbs Field and to keep the athletic fields and tennis courts in good condition.

The following ballot was prepared and mailed to those eligible to membership in the association:

President:

A. K. Moore, '11
Hardy Carroll, '14

Vice-President:

Ernest P. Dixon, '04
Alpheus White, Jr., '14

Executive Committee:

Edgar H. McBane, '14
Clifford Frazier, '07
Robert Marshall, '14
Paul Nunn, '14

The ballot has been counted and the following were elected:

President:

A. K. Moore

Vice-President:

W. A. White, Jr.

Executive Committee:

Clifford Frazier
E. H. McBane

Respectfully submitted for the committee,

N. RUSH HODGIN, *Chairman.*

LITERARY COMMITTEE

During the past year the Guilford College intercollegiate debating team was under the supervision of D. Elton Trueblood, Professor of Philosophy. "Resolved: That the United States cease to protect by armed force its investments in foreign countries except after the declaration of war" was the question debated. The members of the team were: Byron Haworth, Clare Trueblood, Worth Mackie, Edwin Rozell and Luther Francis.

In the two dual debates with Elon and Catawba, the Guilford team lost. Our team won the single debate with Atlantic Christian College and won over High Point College and Lenoir Rhyne in the triangular debate.

According to information received from the Queen City Printing Company, *The Quaker* for 1928 was the best in the state. Frances Osborne was the editor-in-chief.

Items concerning Alumni have been printed in a number of the issues of *The Guilfordian* during the past year. An assistant Alumni reporter was elected by the *Guilfordian* Board. He has interviewed a number of the Alumni and written items concerning them.

Scholarships, prizes and honors have been awarded during 1927-1928 as follows:

Haverford Scholarship	Ira Newlin
Haverford Scholarship	Worth Mackie
Fellowship, University of North Carolina	Paul Reynolds
Marvin Hardin Scholarship	Eugene Hire
Websterian Improvement Prize	Talmadge Knight
Websterian Consistency Prize (W. L. Rudd), Rembert Patrick	
Philomathean Improvement Prize	Merlie Sizemore
Henry Clay Orator's Prize	Worth Mackie
Henry Clay Improvement Prize	Ben Beach
Zatasian Improvement Prize	Mary Ellen Lassiter
Peace Prize	Eugene Hire
Honors	Ruth Outland, Olin Sink, Eugene Hire

HIGH SCHOOL CONTESTS

Declamation Contest Nat Gregory, Durham High School
Recitation Contest .. Josephine Danderidge, Charlotte High School

THE PUBLICITY COMMITTEE

The Publicity Committee can report but little work done during 1927-1928 through the organized and concerted efforts of the several members of the committee. However, working as individuals, much "moral support" has been rendered to other organizations making efforts to keep the name of Guilford College before the general public.

Perhaps the work of Dr. Elwood Chappell Perisho has been the most intensive of any member of the committee. Dr. Perisho has delivered a large number of high school commencement addresses this year, as has been his custom for most of the years since he has been a member of the Guilford Faculty. In these addresses he has had opportunity to offer to high school graduates something of the "Guilford College Philosophy" and to influence them toward making the choice of Guilford College from all the schools in which they might continue their education.

Wherever members of the committee have been located they have made intensive effort to support whatever Guilford projects that may have been attempted. This has been true in instances of athletic contests, glee club and debating tours and other phases of work carried on by representatives sent out from the college itself or its student body.

In her work for the Board of Young Friends Activities of the Five-Years Meeting of Friends in America, Maie Holladay, a member of the committee, has had opportunity to spread favorable information among Friends as well as members of other denominations and has been quite active in doing so. Two members have been engaged in newspaper reporting and have been careful to include the name of Guilford College and Guilford College personages in news stories whenever it was possible to do so. Other members of the committee have found oppor-

tunity to "sell" Guilford College to the general public in various ways through their business.

The committee is convinced that the best publicity the college and the Alumni Association can have comes through the Alumni or through students soon to become Alumni. All should adopt the policy of mentioning the name of their school whenever there is opportunity to leave a favorable impression for the school by doing so. None should ever neglect an opportunity to discuss the winning of an athletic event or successful venture of any other kind wherein Guilford has been successful enough to merit praise.

Whenever it is possible Alumni ought to turn in news to the newspaper, *immediately* after such news has broken, if there is aught in it that will reflect credit upon Guilford College or upon the Guilford College Alumni Association. The committee feels that publicity secured indirectly is given more weighty consideration by the public than is the information issued in bough space.

The committee heartily recommends continuation of the policy followed by the association in recent years of distributing *The Guilfordian* to all association members.

(Signed) HARVEY DINKINS, *Chairman.*
Guilford College, May 29, 1928. *For the Committee.*

GUILFORD COLLEGE NEWS SERVICE

1928

The Guilford College News Service, which was organized in November, 1926, has now completed its second year of existence, during which time it has actively been engaged in promoting the interests of Guilford College. With a small financial allotment and with the co-operation of the various newspapers of the state, the work of the News Service, during the past nine months, has been unusually effective.

Following the practice which was begun last year, a strict record has been kept of every inch that has been sent out by the

News Service, as well as a record of every inch that has been used by the Greensboro *Daily News*. Since September 9th, 1927, to the present writing, June 2, 1928, 340 news articles have been dispatched from the office of the News Service, making an average of a fraction less than two articles per day. More than 2,850 inches of Guilford news have appeared in the Greensboro *Daily News* since the above mentioned date. Several articles were sent to as many as 60 state papers, and in view of this fact it would be a conservative estimate to say that at least eight papers, on the average, have used as many inches of Guilford news as the Greensboro *Daily News*. Assuming this to be a fair estimate, 22,800 inches of news have been disseminated over the state. Presenting something comparable, 22,800 inches would completely fill fifty 10-page issues of the Greensboro *Daily News*, leaving out all advertisements. This publication charges \$1.50 an inch for straight reading matter advertising. At this rate the material sent out by the News Service in nine months is worth practically \$50,000. This again is a very conservative estimate as there is no way of estimating the number of out-of-state or state papers which use the Associated Press and International News dispatches, the contents of which are furnished by the News Bureau.

The copy sent out by the Bureau represents only a portion of its worth as an advertising agency. A financial allotment has made that service possible, and practically all of the feature articles have been accompanied with pictures.

As was the practice last year, the director of the News Service made use of a number of students who were interested in newspaper work and a regular news staff was busy during the year constantly looking for and writing news. Such a system made it possible to send out a great deal more news and it also gave those who took part some valuable training and practice.

Respectfully submitted by

BYRON A. HAWORTH,

Director of Guilford College News Service.

COMMITTEE ON COLLEGE POLICY AND ENDOWMENT

The committee begs leave to report that the past year has been an active one in so far as the physical plant of the college is concerned. We give below a list of the improvements that have been made.

ARCHDALE HALL

This building, which for so long has stood as a monument to the past greatness of Guilford College and as an example of colonial architecture, has been completely renovated and to some extent remodeled. Porticos at the end and at the center entrance have added attractiveness; and within, on the second floor, a complete renovation has made the rooms pleasant and comfortable for the students; on the first floor, the Advisory Committee of Women has established a Men's Center—a most attractive room adequately and tastefully furnished and decorated—to be used for social functions; the balance of the lower floor which was formerly used for a storage place, now houses comfortably instructors and students.

FOUNDERS HALL

Founders Hall, third floor, has been completely renovated and a new floor laid; shower baths have been installed on the second and third floors.

CENTRAL HEATING PLANT

In the installation of the first unit of a central heating system the Board of Trustees found it necessary to erect a handsome new building to house the big boiler. On the first floor are found the boiler room containing one 150 horse power boiler with all modern equipment. This room is large enough to house a second 150 horse power boiler when the central system has been extended. Just outside of the boiler room is a huge coal bunker sufficient to store 500 tons of coal. This big boiler is served by a terra cotta chimney 90 ft. in height.

This first unit of the central heating plant supplies Founders and New Garden Halls. The underground mains are laid in such a way that they may be extended later to serve King Hall, the Library, and Memorial Hall on one side, and Founders, Archdale and Cox Halls on the other. With the addition of a second boiler, which is contemplated, the central heating plant will be able to carry a very heavy burden.

On the second floor will be found the Laundry and Pressing Room. This location is most desirable and makes it possible for it to care for the college laundry in a very efficient, sanitary, and, for the workers, comfortable manner. The old equipment was transferred from the old building. This, together with one or two additions, will furnish adequate equipment.

In this connection it is interesting to note that the unsightly old wood shed that stood back of Founders has been replaced by a terra cotta wood shed, coal bunker, and garage in keeping with the other garage buildings. The old laundry building has been completely demolished and removed, and the old power house is in the process of being demolished.

LIBRARY

The porch and columns of the Library building have been completely restored. This building is one of the most attractive on the campus. Since the new columns are of terra cotta and brick it will be some years before there will be any signs of deterioration.

NEW GARDEN HALL

The porch and dining room have been refloored and a new suit of furniture installed in the living room. All of the rooms have been redecorated and shower baths installed in the basement.

CAMPUS LIGHTS

Eight white-way lights have been installed in front of Founders Hall. This was the gift of the Class of 1927. The campus lighting system has been extended and the old wooden light poles

have been replaced by slender metal supports painted green. Upon occasion the campus can be adequately lighted.

BOARDING DEPARTMENT EQUIPMENT

The kitchen has been refloored and redecorated; generally rearranged for more efficient service. Downstairs the storage capacity has been made more adequate and more sanitary. A new Frigidaire system has been installed, placing at the service of the kitchen a cold storage room, a service refrigerator, an ice water tank, and a cooling device for the dairy. The large tables in the dining room, which formerly accommodated twelve persons, have been cut in two so the students are now seated at small tables which accommodate six.

MEMORIAL HALL

The main hallway and entrance has been refloored. The lighting system in the building has been rewired for more efficient service.

It is well to call attention here to the undertakings of the Woman's College Club, a new organization and a very active one which is composed of the wives of the faculty members, the Woman's Advisory Committee, the wives of members of the Board of Trustees, and any other women who may for one reason or other be interested in the success of Guilford College. This committee has undertaken as its first task the redecoration and general refurnishing of Memorial Hall. This club has been in existence only a few months but has made startling progress. They have already bought a new curtain for the stage at an expense of some \$800.00.

CAMPUS

We should not pass over here some excellent work done by our beloved President Emeritus, L. L. Hobbs, in his attempt to increase the natural beauty of the Guilford College campus. Through his initiative and under his direction, members of the campus committee, men faculty, and the Board of Trustees have

co-operated in such a way that much improvement has been made. Dr. Hobbs has finally succeeded in clearing off and planting in grass the large section of the campus which lies back of Memorial Hall and the Library along the Oak Ridge road. He succeeded in securing the aid of the county in grading that formerly undesirable piece of road which ran between Memorial Hall and New Garden Meeting House. It is now the best piece of road on the campus. He also, attended by the members of the Board of Trustees and members of the Administration, went before the County Commissioners and persuaded them to place several car loads of granite dust on the campus roads. It looks as though he may succeed in persuading the Commissioners to Ketchenite the section of campus road passing from the front entrance and turning left between Memorial Hall and the Meeting House on the Oak Ridge road. He has also had a furrow laid out for setting a hedge from Pleasant's store along the Oak Ridge road to a point opposite his own home. He hopes to have this hedge planted before the year ends.

Respectfully submitted,

C. CLIFFORD FRAZIER.

REPORT OF TREASURER OF GUILFORD
COLLEGE ALUMNI ASSOCIATION
1927-1928

RECEIPTS

6- 2-27 Cash on hand	\$181.91
Received from fees for 1927-28 since	
June 2, 1927	54.00
6- 1-28 Received from fees for 1928-29 ..	225.00
5-18-28 Received from life membership fee ..	25.00
4- 1-28 Received from interest	3.58
 Total receipts	 \$489.49

DISBURSEMENTS

6-13-27 Paid Miss Gainey for one-half cost of printing 1926 Alumni Bulletin \$	58.75
6-13-27 Paid Dixie Multigraphing Co. for multigraphing 550 letters	5.10
6-13-27 Paid Jos. J. Stone Co. for Alumni Register	11.50
6-13-27 Paid for refreshments for reception	5.03
6-20-27 Paid to Dixie Advertising Sign Co. for sign	4.00
10-12-27 Paid Robt. Marshall and Hervie Willard, part expenses of collect- ing fees in High Point	6.00
3-15-28 Paid R. E. Hodgin for 2,000 envelopes	43.96
5-26-28 Paid Scott Parker, Business Manager of <i>Guildorian</i> , for 1927-28 sub- scriptions	141.55
5-29-28 Paid R. E. Hodgin for 1,000 envelopes	21.98
Total disbursements	\$297.87

6- 1-28 Cash in savings bank (life membership fees)	\$125.34
Cash on checking account	.28
Cash on hand	66.00
	191.62
	<hr/>
	\$489.49

ACCOUNTS PAYABLE (Estimated)

For printing 2,500 bill heads	\$ 7.00
For printing 2,500 ballots	7.00
For reception, stamps, stationery, mimeographing, etc.	20.00
For one-half cost of printing 1927 Alumni Bulletin	65.00
	<hr/>
	\$ 99.00

ERA LASLEY, *Treasurer.*

Audited and found correct this June 2, 1928,

J. HAL LASSITER,
T. D. SHARPE, *Committee.*

REPORT OF TRUSTEES OF LOAN FUND

1927-1928

RECEIPTS

6- 1-27 Balance in bank	\$370.78
4- 1-27 Received Katie Lambeth (interest)	12.00
4- 1-27 " Ethel Watkins (interest) ..	6.00
6- 6-27 " Everett McBane (interest)	3.00
6- 7-27 " John O. Reynolds (interest)	6.00
9-15-27 " R. Glenn Lassiter (interest)	12.00
11-14-27 " Annie M. Newlin \$16.00	
12-10-27 " Annie M. Newlin 10.95	
1-23-28 " Annie M. Newlin 10.90	\$ 37.85

3-14-28	Received Annie M. Newlin	-----	10.00
4-14-28	" John O. Reynolds (note)	--	20.00
4- 8-28	" John O. Reynolds (note)	--	30.00
4- 8-28	" John O. Reynolds (interest)		2.70
4- 5-28	" Annie M. Newlin (interest)		8.15
4- 5-28	" Annie M. Newlin (note)	--	1.85
5-31-28	" Katie L. Lambeth (note)	---	50.00
5-31-28	" Katie L. Lambeth (interest)		12.00
6- 1-28	" John O. Reynolds (note)	--	50.00
6- 1-28	" John O. Reynolds (interest)		3.00
5-25-28	" Annie M. Newlin (note)	--	10.00
Interest on bank deposit		-----	14.00
			\$ 659.33

DISBURSEMENTS

1-30-28	Paid Robert Atkinson '29 (loan)	-\$ 65.00
1-30-28	" Mary E. Hodgin '28 (loan)	75.00
1-30-28	" Annie S. Hodgin '28 (loan)	75.00
2-18-28	" Paul Reynolds '28 (loan)	--- 50.00
4-12-28	" Nell E. Stinson '28 (loan)	--- 100.00
5-10-28	" Mary E. Hodgin '28 (loan)	50.00
5-10-28	" Annie S. Hodgin '28 (loan)	50.00
5-26-28	" Winnie Davis '29 (loan)	--- 30.00
Balance in bank		111.33
Cash on hand		53.00
		\$ 659.33

ASSETS

Cash in bank	-----	111.33
Cash on hand	-----	53.00

NOTES RECEIVABLE

10- 9-24	R. L. Landis	-----	\$ 50.00
1-25-24	Everett McBane	-----	50.00
2-11-24	R. G. Lassiter	-----	100.00
9-24-24	Ethel Watkins	-----	100.00

2- 9-24	Katie Lambeth	100.00
9-23-24	Katie Lambeth	50.00
1-25-24	John W. Frazier	25.00
4- 1-24	John W. Frazier	75.00
1- 1-26	Archie Riddick	46.37
11-23-25	Annie M. Newlin	8.95
1-27-26	Annie M. Newlin	35.00
9-14-26	Annie M. Newlin	25.00
1-20-27	Annie M. Newlin	75.00
9-13-26	Paul Reynolds	25.00
10- 8-26	Paul Reynolds	25.00
2-18-28	Paul Reynolds	50.00
12- 1-26	Mary F. Turner	60.00
9-13-26	Mary F. Turner	40.00
9-14-26	Henry Tew	60.00
10-18-26	Henry Tew	40.00
1-30-28	Robert Atkinson	65.00
1-30-28	Mary Hodgin	75.00
5-10-28	Mary Hodgin	50.00
1-30-28	Annie Hodgin	75.00
5-10-28	Annie Hodgin	50.00
4- 2-28	Nellie Stinson	100.00
5-25-28	Winnie Davis	30.00
		\$1485.32
		1649.65
Contingent balance note receivable, Ida Hutchens		40.00
6- 2-28 Total		\$1689.65

LAURA D. WORTH, *Treasurer Loan Board.*

Approved and found correct this June 2, 1928,

J. HAL LASSITER,

T. D. SHARPE, *Auditing Committee.*

THE PLANS FOR HOBBS HALL

As many of you know from the reports that have appeared from time to time in the News Letter issued occasionally by the Centennial Celebration Committee there is a plan under way for the erection of an arts and science building to be known as Hobbs Hall. It might be well to explain here that the Centennial Celebration Committee is composed of members of the Board of Trustees, the Alumni, and the Administrative Staff of the college and has for its purpose the proper celebration of the hundredth anniversary of the founding of the old New Garden Boarding School in the year 1837. The committee has set for its goal the raising of the endowment to one million dollars by the time the institution celebrates the one hundredth year of its foundation. The committee is also concerned with the advancement of the building program so that the college may care adequately for its rapidly growing student body. At a meeting of the committee on November 7, 1927, the following proposal was laid before the meeting:

"There is one name that will ever be associated in the minds of the Alumni of the college with the transition period from New Garden Boarding School to Guilford College and with the increasing usefulness of the college in the field of educational service. I refer now to the talented leader who guided the institution through that very difficult period, namely, Louis Lyndon Hobbs.

"What would be a finer tribute to the devotion and splendid service of our President Emeritus than to erect a building to house adequately the instructional activities of Guilford College.

"The need for the building is imminent. Also members of the faculty have recently withdrawn from the college partly because there is insufficient office and classroom space to do satisfactory work. The erection of such a building would add efficiency and dignity to our work and would round out our educational equipment from the strictly instructional standpoint.

"In view of this need, has not the time arrived when those who have come to know and love Dr. Hobbs should participate in a movement to honor him in some generous way while he is still with us to appreciate it?

"If each graduate of the college would, during the next two years contribute approximately \$222, we could at an early date complete the building and add it to the equipment for service to the young men and women entrusted to us for training."

The committee voted to accept this proposal and decided that it would appeal to graduates and old students for money to erect an arts and science building in honor of Dr. Hobbs.

It was further decided that the committee would adopt the slogan "222 in 2" meaning that each old student approached would be asked to contribute two hundred and twenty-two dollars in two years.

This plan, as has been suggested, was discussed to a limited degree in the News Letter and it is interesting to note that there has been a hearty response in the form of letters. In fact, one old student has already sent a check "to cover the cost of at least one brick for the erection of Hobbs Hall."

This plan was first mentioned upon the occasion of Dr. Hobbs birthday (May 17th) of this year, and it is the hope of members of the committee that it may be possible to celebrate the date of May 17th, 1929, in more significant and concrete manner.

PRESENTATION OF THE PORTRAIT OF DR. L. L. HOBBS

ALMA CRUTCHFIELD NUNN, *Class of 1914*

Just fourteen years ago today (June 2nd) the Class of 1914 received their diplomas from the hand of our beloved President, Dr. Hobbs.

That was before the day of class gifts at Guilford College—and our class as a whole, was by no means a wealthy one. So we went our separate ways, leaving behind us only happy memories.

But the following spring the majority of us came back for commencement and during the happy hours of our reunion the suggestion was made and heartily agreed to, that in some way, we should make a gift to our college as a token of the appreciation we felt for the good years we had spent within its walls.

In the discussion following, it was made clear that we wished to have three distinct elements incorporated in our gift.

First—it must be something individual.

Second—it must be permanent.

Third—it must have value to the college and student body as a whole.

And so, after fourteen years, we present this portrait of Dr. Hobbs to our Alma Mater.

We know it is individual; perhaps nothing could be more so. We believe it is permanent—as things of this life go. As to its value, Dr. Hobbs, we feel that it has value to the student body, for, if through this portrait, we can help to convey to the young men and women of Guilford College, who are not privileged as we were, by coming in daily personal contact with you, something of your broad scholarship; something of your gentleness; something of your dignity; something of your great spirit of service—we can have bestowed no gift of greater value to them and to our college. We feel, also, that it has value to the Alumni and old students; for as the years slip by we realize more and more that the familiar faces and noble personalities with whom we were privileged to associate, form the strongest and dearest ties to our college. And when we come back at intervals for a few brief moments, it is both a benediction and an inspiration to see the likeness of those who have had so much influence in molding whatever of worth we may have in our own lives. And, therefore, Dr. Binford, we, the Class of 1914, wish tonight to present to our college this portrait of Dr. Hobbs, as a gift possessed of individuality, of permanence, and of value.

TRIBUTE TO DR. L. L. HOBBS

JOSEPH H. PEELE, *Class of 1891*

Art performs a noble task by fixing in marble or on canvas the features of those whom the world wishes to remember. How we treasure these permanent faces of the worthies! In 1814, while Madison was President, the city of Washington was cap-

tured by the British. Madison and his Cabinet fled to Virginia, leaving his wife, Mrs. Dolly Madison, in possession of things, to be in readiness to flee at any moment. Her carriage was filled with the family silverware and state papers. At last a scribbled note from the President told her that she must escape at once. But before leaving she caught sight of Stuart's portrait of Washington hanging on the wall. Hurriedly snatching it down she tore it from its frame and passed it to a friend for safe keeping. The British officers soon entered the mansion and found the dining table set for forty guests, and in the kitchen the dinner steaming hot. Nevertheless, they burned the house, leaving only the charred walls standing. These walls were used in repairing the building, and to cover the mark of the flames they were painted white. This may account for the "White House." But the famous painting of Washington was saved, and is now the glory of the Red Room, a richer treasure than the walls on which it hangs.

Cromwell, sitting for his portrait, and being asked how he would be painted, replied, "Paint me as I am." A man of oak and rock, he had no wish to be painted otherwise. And indeed it is a source of deep satisfaction to know that our friend, whose portrait is before us, had no need to be painted otherwise than as he is.

This painting, Dr. Hobbs, is, of course, an expression of the admiration which the class of 1914 holds for thee; and all the classes from the first college year until now will commend them for this fine distinction. It is said of David that he behaved himself wisely. Thy conduct has been such as to merit the same word. Whether in the classroom or the office, on the platform or at the clerk's table, or even on the playground, we have always felt that the situation was in safe hands, that the captain was on deck.

For six years I studied Latin under Dr. Hobbs, beginning with the primer and finishing with the Odes of Horace, I believe. And during those six years I do not recall ever going to class with the lesson unprepared. Not that I was an apt

student, for I had to grind, and my mental mill ran slow, but something within told me that it would never do to face that strong man and utterly fail—I simply had to get that lesson, and the work had to be my own. Someone in those days went so far astray as to try the use of a Latin literal translation, a sort of counterfeiter's crime in those days. Over the door of Dr. Hobbs' classroom went up a placard with this inscription: PONIES KICK. The student body never knew who owned the animal, but it disappeared as mysteriously as it came. Dr. Hobbs is a man of few and simple words. He is as far removed from bluster and bombast as the east is from the west. On one of my orations handed him for correction came back this terse suggestion, written in that Hobbs chirography which is his, and no mistake, "Too verbose."

Yesterday I passed the site of the little brick school house in which some of us went to school in the early days here at New Garden, the house which preceded the Boarding School in point of time. An old oak that stood at the northeast corner of the building in those far away days has just fallen. It is the last of the trees that shaded the little building and its playground. But all about the spot the young oaks are growing lustily, the offspring of the old monarchs, and life lives forever on. I love to think of the young life, ever coming on, repeating the life of the parent trees and that coming generations will forward the ideals and the standards for which Dr. Hobbs has stood. Today he does not live in a world empty and lonely because the old friends have passed, but in a world of ever increasing interest as he watches the men and women whose lives he has touched so deeply going forth to multiply himself a thousandfold.

Longfellow, in *Morituri Salutamus*, has these lines:

"Honor and reverence and the good repute
Which follows faithful service as its fruit
Be unto him whom living we salute.

The great Italian poet when he made
His dreadful journey to the realms of shade,

Met there the old instructor of his youth,
And cried in tones of pity and of truth:
'Oh, never from the memory of my heart
Your dear, paternal image shall depart,
Who while on earth, ere yet by death surprised
Taught me how mortals are immortalized;
How grateful am I for that patient care
All my life long my language shall declare'."

Caleb, the Hebrew hero, at eighty-five fought the fight he had been getting in readiness for forty years. This is the day. Thy heart is as young as when first thee dreamed the things which are now before thy hand for large accomplishment.

"Cato learned Greek at eighty; Sophocles
Wrote his grand Oedipus, and Simonides
Bore off the prize of verse from his compeers
When each had numbered more than fourscore years.
And Theophrastus at fourscore and ten
Had but begun his "Characters of Men."
Chaucer, at Woodstock with the nightingales,
At sixty wrote the Canterbury Tales;
And Goethe at Weimer, toiling to the last,
Completed Faust when eighty years were past."

Now you will pardon me for quoting these old lines, but what I want to say is this, that were all these old masters here today we would enter Dr. Hobbs to sprint with any of them and he is good for a marathon yet. We verily believe that the promise, "They shall be green in old age," is in Dr. Hobbs' bank account.

"Age is opportunity no less
Than youth itself, though in another dress,
And as the evening twilight fades away,
May thy skies be filled with stars invisible by day."

H. LOUISA OSBORNE

By DR. L. L. HOBBS

In the death of Miss Osborne we have all lost a friend. We cannot pass the event by without an expression of our appreciation of her unselfish devotion to the welfare of Guilford College during a long and eventful period of its history.

She came from good old Nantucket, North Carolina, Quaker stock. The Quakers came originally from England to the New World as pioneers to plant the seeds of religious freedom. The North Carolina Quakers were unique. They were not immigrants into the state in the true sense of the term, seeking homes already built and a country already settled in a fixed policy, but to *build* homes and help make the country free—a place for democracy to grow and flourish. In such work they became no insignificant part.

H. Louisa Osborne was a descendent of Mathew Osborne II. Her father was Martin Osborne; one grandfather was an Edwards whose body was buried in the cemetery here; and her grandmother Edwards was Hannah Ballinger. Her parents, the Osbornes, along with hundreds, if not thousands of other Quakers, left North Carolina in that period known as the Quaker exodus from a slave holding territory, and became pioneers a second time, *viz.*, in the building of the middle west.

They believed in equal opportunity for all people, themselves included, irrespective of race or color. This draining of good North Carolina Friends into Indiana and Ohio and Illinois came perilously near to extinguishing North Carolina Yearly Meeting; when to this early departure to the northwest was added a renewal of their emigration at the close of the Civil War, one, even though he have little imagination, can picture the loss to Friends in our state from emigration westward. Not only did good citizens, intelligent and progressive, depart for richer soil in the west, but they took with them all their possessions either in household property and wagons and horses or in the proceeds in money for the sale of real estate.

This loss in good citizens with their belongings was keenly felt by the Yearly Meeting in almost every phase of its activity. Often, if not mostly, it was the best blood that flowed away to the west. It greatly lessened the educational force that had struggled for maintenance, and spread discouragement in every quarter.

John R. Hubbard, principal of the school, went west; Superintendent John Carter likewise. Three of the four Nicholson brothers, William, Timothy and John, left North Carolina, and one remained, Josiah, greatly to the blessing of North Carolina Yearly Meeting. This, I should say, is not far from a fair proportion of North Carolina Quakers, one-fourth, who stood by the organization of the Yearly Meeting and the school, and maintained a thoroughly good school on these grounds, which paved the way for Guilford College and a better day.

As a preparation for college, Miss Osborne attended the famous private school at Bloomingdale, Indiana, conducted by the distinguished Quaker, Barnabas C. Hobbs (whose forbears also emigrated from North Carolina) and who became the first superintendent of public instruction in that state. She was prepared for Earlham College, entering in 1883 and graduating in 1887. She was always a brilliant student, especially in language, ancient and modern. She became a noted teacher of Latin as well as of English. In her class at Earlham she was among the best students, and was recognized as such by her classmates.

Her Earlham training fitted her for the profession of teaching, toward which she was naturally inclined. She pursued a special course of teacher-training in New York State, in the Chautauqua Training School, in the summers of 1888-1895, also from 1902 to 1904. She taught in Vermilion Academy, Illinois, also in Bloomingdale Academy, Indiana, previous to coming to Guilford College, to which she came in 1892, remaining thirty-four years.

It is thus seen that Miss Osborne came to us in the prime of her life, almost at the beginning of Guilford College. While

the school was founded in 1837, its change to Guilford College took place in 1888. She gave her life to Guilford for almost a generation, and that, too, at the formative period of educational revival in North Carolina.

Especially was this true in the work of education as carried on by the Society of Friends in our state.

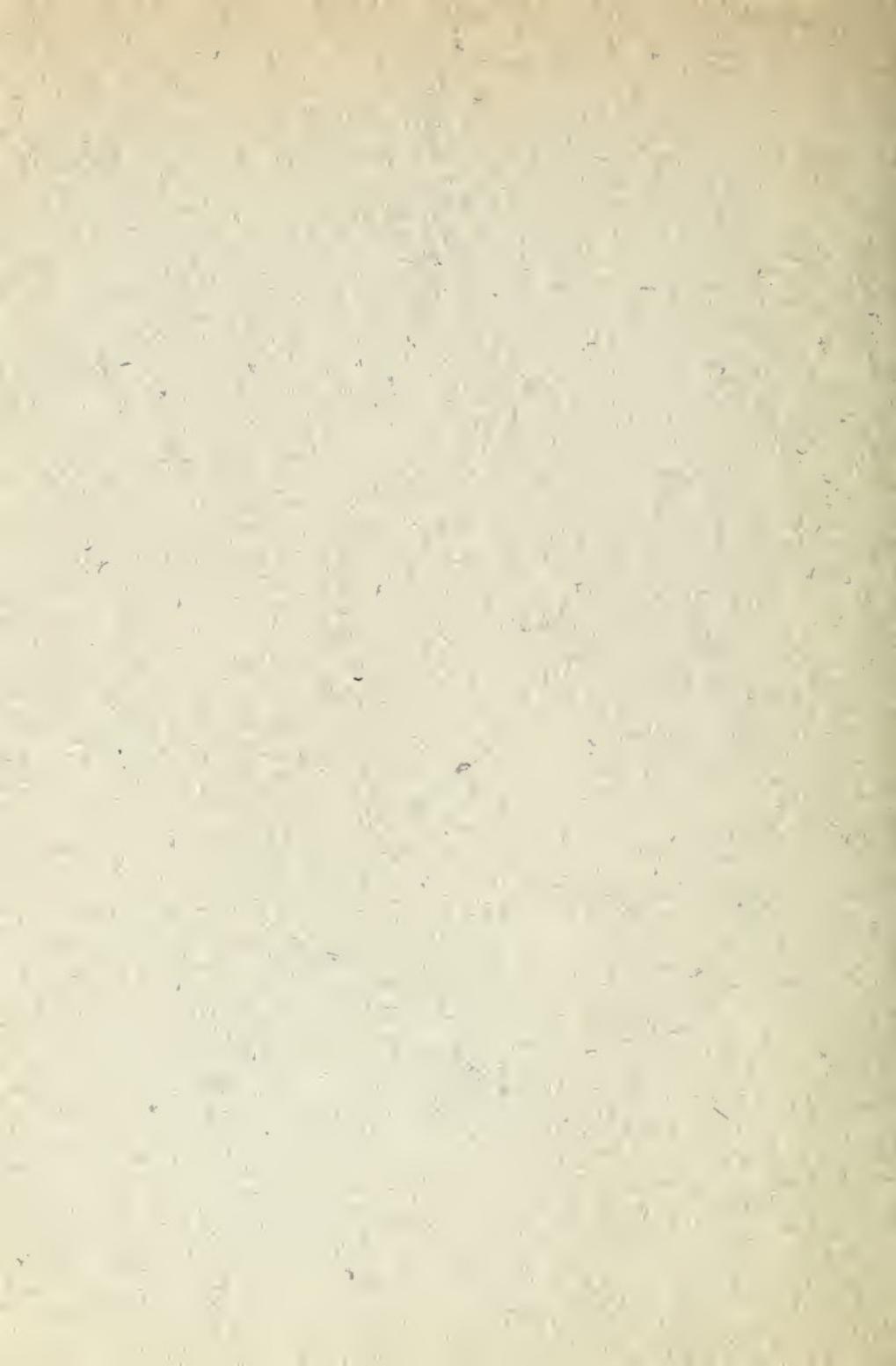
The thorough teaching done in the old New Garden Boarding School had trained many young people during the half century of its existence, thus paving the way to lend a helping hand in the time of stress and dire educational need following the Civil War. Especially was it a time when the necessity of good schools in North Carolina was beginning to be felt. It was, therefore, a good time to sow seed that would bear fruit a generation hence.

Many a girl has felt her friendly sympathy and her helpful spirit. It was not infrequent that she bore financial burdens through aiding worthy students in various ways. Throughout her connection with Guilford she manifested a benevolent spirit and a kindly interest.

Miss Osborne had the rare ability to have her way with students without engendering hostility. Her knowledge of the needs of young people was first hand and strikingly accurate. Her acquaintance and association with scholarly people gave her a cultural bearing, and her study of good literature developed in her a literary taste and a love of literature that are of great value in any school.

Sympathetic with all who needed sympathy, possessing a keen intellectual perception and a fine sense of humor, she won her way in any situation either by superior knowledge, or by clear, logical reasoning, or by the charm of her humor, or by the combination of these three methods of appeal and was always invincible.

While we keenly feel the passing from us of our friend, the predominant feeling is one of thankfulness that it has been our privilege to be so long influenced by her nobility of character and the spirit of her faith, hope and love.



Guilford College CENTENNIAL CLUB



New York Office
156 FIFTH AVE., ROOM 1016
PHONE: WATKINS 5845

Headquarters
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

THE OBJECTIVE

The *Guilford Centennial Club* exists for one definite objective only.

It proposes to provide Guilford College a total of \$25,000 each year until 1937; this being the sum needed, in addition to normal operating income, to balance the budget.

The Centennial Expansion Program, to which the College is committed and which is briefly outlined on the next page, is most important and should have the undivided attention and energies of President Binford and the Trustees. These cannot be given if they must be constantly seeking money for the payment of operating expenses.

We believe that by providing this sum we shall make possible the glorious accomplishment of this program in 1937, which is Guilford's Centennial year.

There are no formalities about membership in this Centennial Club. A subscription of any size makes you a member. We urge you to be as generous as you can.

THE COMMITTEE.

(*For the names of the Committee, see the last page*)

GUILFORD'S CENTENNIAL PROGRAM

The Guilford College Centennial Club is organized to take care of the first item in the program briefly outlined below. The formation of the Club opens the way for the College to enter upon this whole program, the completion of which is set for the year 1937.

1.	The Guilford College Centennial Club organized to raise \$25,000 a year. This balances the budget, and finances the program.	
2.	Increase the Endowment from \$590,000 to \$1,300,000	\$710,000
3.	Building Program: Classrooms and Museum . . . \$100,000 Classrooms and Laboratories 100,000 Gymnasium 65,000 Gymnasium Equipment 10,000 Athletic Field 10,000 Stadium 10,000 President's Home 20,000 Infirmary 10,000 Shop and Store Room 2,500 Faculty Apartments <u>17,000</u>	344,500
4.	Heating Plant and Water Supply: Additional boiler in Central Plant and Extension of Steam Lines 25,000 Additional Water Supply and Purification Plant <u>15,000</u>	40,000
5.	Improvements and Repairs: Memorial Hall 25,000 Cox Hall—Dormitory 10,000 Library <u>10,000</u>	45,000
6.	Laboratory Equipment: Biology 2,000 Chemistry 3,000 Physics 1,000 Home Economics <u>2,000</u>	8,000
7.	Museum	2,500
8.	Elimination of Indebtedness	<u>100,000</u>
	Total for Endowment, Buildings, Equipment and Improvements by 1937	\$1,250,000

EXECUTIVE COMMITTEE OF
THE GUILFORD COLLEGE
CENTENNIAL CLUB

WILLIAM C. BIDDLE

*President of The Biddle Purchasing Company
The Biddle Service Company*

107 Chambers Street, New York City

DAVID H. BLAIR

*Former Commissioner of Internal Revenue
Washington, D. C.*

GEORGE GORDON BATTLE

Attorney-at-Law

37 Wall Street, New York City

ROYAL J. DAVIS

*Chief Editorial Writer for "The Evening Post"
New York City*

JOSEPH M. DIXON

*First Assistant Secretary of the Interior
Washington, D. C.*

HON. O. MAX GARDNER

*Governor of North Carolina
Raleigh, N. C.*

HENRY GODDARD LEACH

*President and Editor of "The Forum"
170 East 64th Street, New York City*

MRS. AGNES BROWN LEACH

*Chairman of the New York League of Women Voters
170 East 64th Street, New York City*

ARLANDO MARINE

Dealer in Building Stone

7 East 42nd Street, New York City

T. GILBERT PEARSON

*President of the National Association of
Audubon Societies*

1974 Broadway, New York City

HERBERT C. PETTY

*Vice-President of The Crocker Wheeler Company
Ampere, N. J.*

RALPH W. SOCKMAN, D.D., PH.D.

*Pastor of Park Avenue Methodist Episcopal Church
950 Park Avenue, New York City*

WILLIAM C. TABER

*President of The Urner-Barry Company, Publishers
175 Chambers Street, New York City*

L. HOLLINGSWORTH WOOD

Attorney-at-Law

501 Fifth Avenue, New York City

1837

1937

When Guilford College is A Hundred Years Old

What shall our college be when it has reached its hundredth year? Other colleges are moving forward. What shall we do?

New Garden Boarding School was opened in August, 1837, and was operated under that name for fifty-one years. In 1888 it became Guilford College. Since then seven of our nine buildings have been erected. After the first survey of the college in 1914, the State Department of Public Instruction placed it on the "A" list.

Seven Years of Progress

- 1924 The endowment campaign for \$375,000 was completed. The preparatory department was discontinued.
- 1925 The Men's Student Council was organized. Freshman Week was established and the survey and orientation course was offered for freshmen.
- 1926 Guilford College was admitted to the Association of Colleges and Secondary Schools in the Southern States. The Department of Economics and Business was established.
- 1927 The college was placed on the list of liberal arts colleges, recognized by the American Medical Association. A central heating plant was built. A Centennial Committee was appointed by the Board of Trustees, with members from the Advisory Committee, the Faculty, and the Alumni. The Department of Psychology and Philosophy was established.
- 1928 After several years of study, the new curriculum was adopted for the purpose of giving unity and definite objectives to the college work.
- 1929 The A Capella Choir was formed. The football team lost only one game out of nine played.
- 1930 An office was established in New York City to promote the Centennial Program.
The Centennial Club was launched.

Also, During the Past Seven Years Definite Gains Were Made as Follows:

1. The assets of the college have grown from \$596,000 to \$1,080,000.
2. The endowment has been increased from \$210,000 to \$590,000.
3. The enrollment has advanced from 245 to 305.
4. The income from endowment was \$12,835 in 1923. In 1930 it was \$33,539.
5. The income from students moved up from \$23,427 to \$36,186.
6. Thirty-six per cent of the alumni have graduated since 1923. The number has increased from 478 to 751.
7. The number of books in the library has grown from 8,700 to 11,600.
8. Most of the buildings have been thoroughly repaired and refinished so that they are in an attractive condition. These are some of the achievements of a seven-year period.

The Coming Seven Years

What shall the next seven years see in the effort to make Guilford the ideal small college?

The progress of the past seven years has been purchased at the price of a debt of a little more than \$100,000. This was due to two factors. First, the necessity for increasing teachers' salaries just after the World War. This taxed all our power to raise endowment and increase the tuition. This was done even to the neglect of our buildings. Finally it was necessary to build a new heating plant and to thoroughly repair our buildings even though we could not, at the time, raise the money for it. In the second place, the standards of operation, required by the Southern Association, cost \$15,000 to \$20,000 a year more than our normal income.

The first task of the new seven years period, leading up to the centennial year, is to provide a sustaining fund so that the college may continue to operate. Then to raise enough endowment, so that the income may be permanently increased and the debt retired. When this is done the new buildings and equipment needed to perfect our plant may be provided. The whole program that is really pressing upon us is outlined on the last page of this folder under the title, "Guilford's Centennial Program."

Three items of this program are already under way. The first item, the organization of the Guilford College Centennial Club, is urgent and imperative for the very life of the college. Under the fourth item, the extension of the steam lines from

New Garden Hall to King Hall, the Library, and Memorial Hall, at a cost of \$9,000, is also imperative this summer. The improvement of the Library under article five in the program, is also thrust upon us, because all available shelf-room for books is exhausted. A considerable amount has already been subscribed to each of these three portions of our program. If we succeed in improving our library and in enlarging its program of service to the faculty and students, we have reason to hope that the Carnegie Corporation will aid us in the purchase of a large number of books.

Although the financial part of our Centennial Program is bound up with all the other phases of our work, the money is not an end in itself. Its only purpose is to make other vital things possible. In fact, the college itself exists only that we may make our contribution to the life of the next generation—that we may serve the youth we love.

Our Centennial Program calls for other activities besides those of money raising, however. Miss Ricks is already collecting historical data. Our library is rich in its collection of original sources for historical studies, but we hope to make it even more valuable along this line. We are also hoping that, before 1937, some one will write a history of Guilford College.

There is also a great deal of work projected for the perfecting of our curriculum and the improvement of our methods in intellectual training and character building.

The committees of the Trustees, the Faculty, and the Alumni are all working on their Centennial Program for the improvement of the college along various lines.

Christian colleges can only be maintained and perfected when a large group of able men and women who, with clear vision and complete devotion, give of their lives, their time and their means to this noble purpose. Guilford College has never been a one-man college. We are anxious for men of great wealth to become interested in our undertaking and to join with us whole-heartedly for a common cause; namely, the production of a well-trained Christian citizenship. But the college is our college. It belongs to a great fellowship of Friends, alumni and others who have studied in its halls. Let us make it satisfy our hearts' desire.

Guilford's Centennial Program

1.	The Guilford College Centennial Club organized to raise \$25,000 a year. This balances the budget, and finances the program.	
2.	Increase the Endowment from \$590,000 to \$1,300,000 -----	\$710,000
3.	Building Program:	
	Classrooms and Museum -----	\$100,000
	Classrooms and Laboratories -----	100,000
	Gymnasium -----	65,000
	Gymnasium Equipment -----	10,000
	Athletic Field -----	10,000
	Stadium -----	10,000
	President's Home -----	20,000
	Infirmary -----	10,000
	Shop and Store Room -----	2,500
	Faculty Apartments -----	17,000
		<hr/>
		344,500
4.	Heating Plant and Water Supply:	
	Additional boiler in Central Plant and Extension of Steam Lines -----	25,000
	Additional Water Supply and Purification Plant -----	15,000
		<hr/>
		40,000
5.	Improvements and Repairs:	
	Memorial Hall -----	25,000
	Cox Hall—Dormitory -----	10,000
	Library -----	10,000
		<hr/>
		45,000
6.	Laboratory Equipment:	
	Biology -----	2,000
	Chemistry -----	3,000
	Physics -----	1,000
	Home Economics -----	2,000
		<hr/>
		8,000
7.	Museum -----	2,500
8.	Elimination of Indebtedness-----	<hr/> 100,000
	Total for Endowment, Buildings, Equipment and Improvements by 1937 -----	<hr/> \$1,250,000

Vol. XXI, No. 3

August, 1928



GUILFORD COLLEGE BULLETIN OF INFORMATION

PRESIDENT'S REPORT

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

Entered at Guilford College, N. C., as second-class matter under
act of Congress August 24, 1912

FOREWORD

The report of the president of the college is prepared in August and presented to the Board of Trustees at the time of the Yearly Meeting of Friends in North Carolina. It is then forwarded to the Yearly Meeting and after approval is printed in the minutes of the meeting. It is later published in the present form for distribution to those who do not have access to the minutes of the Yearly Meeting.

We wish to call the attention of our friends to two sections of the report, viz., the new curriculum, on page 8, and the plans of the Centennial Committee, on page 10.

THE FORTIETH ANNUAL REPORT OF THE PRESIDENT TO
THE BOARD OF TRUSTEES OF GUILFORD COLLEGE

It was ninety-one years ago that New Garden Boarding School was opened in August with twenty-five boys and twenty-five girls. In this long period of service there have been periods of uncertainty when it has seemed that the financial difficulties were well nigh insurmountable, but they have been overcome, and the permanent improvements and funds have been steadily increased until the report of the treasurer for the fiscal year just closing shows our assets to be more than a million dollars. The twenty-five boys and twenty-five girls have been increased to a hundred and fifty-nine men and a hundred and sixty-three women, making a total enrollment of three hundred and twenty-two, thirteen of whom were enrolled in the summer school only. The rank of the students has been advanced from a group, all of whom were preparatory students, to a group all of whom are college students with the exception of one of the summer school students. The faculty has increased from the original six to twenty-eight teachers and officers. Even though the goal of our desire for the college may yet be far on ahead of us, is it not a real satisfaction to look back over the difficult road along which we have successfully traveled? We have much for which to be thankful in the development of the college itself and in the achievements of its sons and daughters who have gone into the work of the world. Those who have worked for the success of Guilford College have a right to a sense of comradeship in a task well performed. We are members of a great fellowship which has been striving for a certain idealism in Christian education. Who can say we have not realized, to a high degree, our ambitions and our hopes?

Attendance

We give below the attendance for the past year.

Enrollment for the regular academic year	309
Those who attended summer school only	13
Total enrollment for the year	322
Men	159
Women	163
Boarding students	260
Day students	62
Friends	135
Enrollment for summer school 1927	45
Enrollment for first semester	291

Enrollment for second semester	282
Graduate students	2
Seniors, including all who graduated in 1928	43
Juniors	47
Sophomores	61
Freshmen	132
Irregular	23
Special	2

The enrollment for the year is the largest in the history of the college. The graduating class is larger than in any previous year. The junior class surpasses former records. More Friends were in attendance this year than in any other year. Twelve students were preparing for the Christian ministry, and one for the mission field. Fifteen children of Friends ministers are in attendance.

The Work of the Departments

We give again the distribution of the teaching load among the various departments. The student hours are found by multiplying the number in a class by the number of recitations per week.

		Student Hours	Majors	
		1927	1927	1928
8	Biology	175	315	2 6
9	Chemistry	184	239	4 5
10	Economics	216	158	0 3
4	Education	423	284	* *
1	English	369	753	3 16
5	French	339	352	4 8
19	Geology	33	48	* *
14	German	78	107	1 0
18	Greek	60	60	1 0
3	History	339	407	32 42
15	Home Economics	57	92	4 6
17	Latin	57	67	0 0
2	Mathematics	339	419	4 8
16	Music	54	71	0 0
6	Orientation	237	321	* *
13	Philosophy	48	159	0 1
11	Physics	136	178	0 3
7	Religion	207	299	0 3
12	Spanish	78	186	* *

*No major offered.

The numbers to the left of the names of the departments indicate the rank of the department in the student load carried for the two years considered. In the last two columns of the above table we give the number of juniors and seniors majoring in the various departments. The increase in the number of students majoring in English is gratifying. There are still too many majoring in the department of history. The proportion of the juniors and seniors majoring in this department is less for the past year than it was in the year 1926-27. The percentage for this year is forty-one, while the previous year it was fifty-eight percent.

The work of the music department is not adequately represented by the number of student hours shown. The large place that this work plays in the life of the college places many duties and activities on the music director outside the regular instruction. The growing interest in music at the college is gratifying. The men and women each have a strong music club and have given creditable entertainments at the college and in other communities. The large college and community chorus attracted much favorable comment and helped to bind the college and community together in a common task.

The physical education for women has been conducted in a very efficient manner. Many of our friends will be interested in the following extract from the report of Mrs. B. M. B. Andrews:

"In the fall each student was given a physical examination and, with the aid of a woman physician, a medical examination to ascertain her physical possibilities and limitations and especially to acquaint the student with her own condition and show her how she compares with a really healthy woman."

Many were found to be suffering with troubles which, to a large degree, might be prevented or corrected.

"All the examination records were gone over carefully and each student conferred with individually about ways and means of improving her physical condition by right living and special exercises. Those who carried out the suggestions showed marked improvement when all the students, one by one, were again called in for conference just before Christmas. Little time was found for follow up work, and the need for corrective work is appalling.

"We have tried to give some idea of hygiene by posters and tried to help in the practical application of the same by printed health blanks to be filled out each month. As the knowledge of hygiene is limited, and the practical application of the same more so, we feel

that the required course in hygiene for freshmen next year will supply a great need.

"Three hours a week were required of each class in physical education. The freshman class was so large we had to have two sections. This meant fifteen hours of actual class work each week."

In addition to the above work the young women participated in tennis, hockey, volleyball, floor drills, basketball, baseball, spring festival, track, archery, and other sports.

The physical director strongly urges the need of a new gymnasium with adequate room and equipment for the work in physical education.

Under the inspiring leadership of C. R. Crawford the athletics for men took on an enthusiastic and wholesome activity which contributed much to the life of the college and the development of the men. The new departments of philosophy and economics and business are making good progress under the leadership of D. Elton Trueblood and Duane McCraeken. We are hoping that these departments will relieve somewhat the heavy load carried by the department of history. The large number of student hours, together with the large number of majors in history, make too heavy a load for one man and, unless some shift takes place soon, some relief will be necessary in the way of an assistant in this department.

With E. G. Purdom as director, the laboratory for physics is attracting a larger number of students than for a number of years. The significance of physics in modern scientific research justifies a greater interest in this subject. We trust, therefore, that there will be a continued growth of interest in this department.

Changes in the Faculty

The changes in the faculty for next year will be in the departments of foreign language, chemistry and home economics. Eva Miles will succeed Milton C. Davis in the department of German. Professor Davis has, during his five years at Guilford, contributed \$9,200.00 to the operating expenses of the college. His generosity, scholarship, and high standards of class work have added much to the success of the college in recent years. Miss Miles comes to us after a year of studying in Europe followed by successful teaching at Pacific College.

Grover Mumford succeeds Dr. Kressin as head of the department of French. Mr. Mumford has had teaching experience at the high school in Wilmington, N. C., at the State College, and at Duke

University. His graduate work was done at Columbia University. W. M. Lofton, who received his doctor's degree from the University of North Carolina, has been appointed to the professorship of chemistry, and Elizabeth Bruce will be at the head of the home economics work. She was for four years in charge of the same department in the Georgia Normal School and has a M.A. degree from the Teachers' College of Columbia University. Mrs. Max Noah will assist in the department of music, taking charge of the training in voice. She will also offer work in expression.

We have been sorry to lose C. R. Crawford from the position of director of physical culture for men, but we have been fortunate in securing Norman W. Shepard, formerly of the coaching staff of the University of North Carolina, to take charge of this work for the coming year.

The college deeply regrets the sudden death of Edna Eulalia Hanna, who, although she had been with us but a part of a year, had impressed us with the efficiency of her instruction and had won a place of high esteem in the hearts of her students. Her extensive travels as a student and her wide experience as a teacher brought a richness of material to her classes in Spanish.

Although the failing health of H. Louisa Osborne for the past four years had made it necessary for her to withdraw from the active life of the college, it was with much satisfaction that we retained her on our faculty as professor emeritus, and it is with a sense of great loss that we now record her death on May 19th, at her home in Greensboro, Indiana. It is a satisfaction to know that in her last illness she was cared for by a dear and life long friend to whom she frequently expressed her thankfulness. The minute of appreciation adopted by the board of trustees is published in their report to the North Carolina Yearly Meeting of Friends.

The New Curriculum

In our report a year ago we called attention to some desirable readjustments in the curriculum of the college in order to bring to the student a better interpretation of the modern world, and at the same time to give him greater freedom in the study of his chosen field of knowledge and to stimulate him to greater scholarship. During the past year the faculty has devoted itself to a careful study of these problems and has adopted a new curriculum. Half of the time in the new program is devoted to a survey of the field of knowledge and an interpretation of the modern world. It is designed to

orient the student in human history, not only the political history, but also the scientific, industrial, social and spiritual history of mankind. We realize that this is a rather pretentious undertaking, but our experience with an orientation course for the freshmen during the past four years has given us experience in handling the materials for such a program and confidence in the possibility of excellent results. In addition to the usual requirements in English, language and mathematics, we will make a survey of the natural sciences—astronomy, physics, chemistry, biology, and geology. In the sophomore year the sciences will be continued into the field of psychology and the social sciences. The latter will be concluded in the junior year. During the sophomore and junior years the study of the fine arts and literature and Biblical literature will be undertaken. In the senior year the survey will be completed in a course in philosophy and religion. The work is not particularly different in content from that previously required of all students, but the arrangement of the work with a definite progression in view and the method of treatment is designed to give much more satisfactory results than have heretofore been obtained.

The other half of the curriculum is thrown open to the student for the greatest possible achievement in his chosen field of study. This phase of his work will be carefully outlined and pursued in cooperation with the head of the department in which the student elects to major. This work is also of a progressive nature. It will become more and more difficult as one approaches the senior year. The student will be expected to develop the ability to discuss the whole field in which he is working. In the junior and senior years exercises will probably be given to develop the power to use the materials acquired and a final comprehensive examination will probably be given to select the students who may graduate with distinction.

Our Plant and Equipment

During the past ten years our financial efforts have been centered around the problem of securing sufficient funds to support an adequate faculty. Concerning the success of that effort we have reported from time to time. It is not completed, but when we consider that the salary schedule has been trebled in this time, we realize that real progress has been made. To accomplish this we have found it necessary to use our buildings without adequate interior repair and refinishing. Much of our equipment has been in the service until it is well nigh disreputable. The college has been criticised on this ac-

count until several of our friends have become very much concerned about the situation. The first efforts to improve the conditions were undertaken by the advisory committee, assisted by the Woman's Auxiliary of the Friends' Meeting in High Point, and other devoted friends of the college, among whom we should especially mention Mrs. M. B. Smith, of Burlington, N. C. These friends began the refurnishing of the parlors at Founders Hall. Then they took up other repairs and improvements until they have completely transformed the inside appearance of that building. They have also been very helpful in remodeling and furnishing the Men's Center at Archdale Hall.

Last winter a group of women, including the advisory committee, the women of the faculty and others in Greensboro, High Point, and neighboring communities, undertook to raise money to buy new curtains for the stage in Memorial Hall. They were so successful in their efforts, they became inspired with the desire to repair and refurnish the whole auditorium and to provide a more attractive place for our chapel exercises and public lectures and entertainments. The splendid results of this undertaking, which cost about four thousand dollars, may now be observed by those who visit Memorial Hall.

It is these continuous, persistent efforts, small at the first but accumulating in extent and value, that count so much in making attractive the home in which our young people are to receive their training and form their ideals for life. It is our duty to provide an institution in which we can take a real satisfaction and a just pride. We pay our tribute to the Woman's Club; to the energy, the persistency, and the success of its efforts. We hope that its membership will grow to include all the women of the Yearly Meeting, and that its spirit will pervade our whole membership.

Our Financial Program and the One Hundredth Anniversary

The Centennial Committee, composed of members from the board of trustees, the advisory committee, the faculty and the alumni association, have outlined a financial program to cover the period previous to 1937—our centennial year. At this time we hope to have a million dollars in our endowment and a new Hobbs Hall and a memorial gymnasium. It is not possible to operate a college of three hundred students in harmony with national standards with an income of less than \$100,000 a year. An endowment of a million dollars is necessary in order to raise our income to the required amount. A million dollars in our endowment would produce an income of fifty to sixty thousand dollars a year. The income from students this year was approxi-

mately \$40,000. With a new educational building and a new gymnasium, we may increase the charges to the students so as to secure an income of about \$50,000 annually from tuition and fees.

After deciding upon the needs as outlined above, the Centennial Committee adopted the following form for pledges to the Guilford of a hundred years:

"In order to increase the endowment of Guilford College to one million dollars before the centennial celebration in 1937, and by the same date to finish King Hall, build a gymnasium, and to meet other expenses for improvements and operation, I agree to give \$.....; one-sixth of which becomes an obligation when \$100,000 has been subscribed; two-sixths becomes an obligation when \$200,000 has been subscribed; three-sixths becomes an obligation when \$300,000 has been subscribed; and so on until \$600,000 has been subscribed, provided I am not obligated to pay more than \$..... in any one year."

Signed.....

It was the purpose of the committee to seek in a quiet personal way subscriptions to the college on the basis indicated by this pledge. The great need, however, for more class-room and conference rooms for the faculty, led the committee to undertake the building of Hobbs Hall instead of completing King Hall. The latter building will have a finished front and stand without additions. A careful study of the campus arrangements also contributed to that decision. In compliance with this idea the committee adopted the following resolution which follows:

"There is one name that will always be associated in the minds of the alumni of the college in connection with the transition from New Garden Boarding School to Guilford College, and with the increasing usefulness of the college in the field of educational service. We refer now to the talented leader who guided the institution through that very difficult period of reorganization, namely, Dr. Lewis Lyndon Hobbs.

"What would be a finer tribute to the devotion and splendid service of our president emeritus than to erect a building to house adequately the instructional activities of the college?

"The need for the building is imminent. Able members of the faculty have recently withdrawn from the college partly because there is insufficient office and class room space to work satisfactorily. The erection of such a building would add efficiency and dignity to

our work and would round out our educational equipment from the strictly academic standpoint.

"In view of this need, has not the time arrived when those who have come to know and to love Dr. Hobbs, should participate in a movement to honor him in some generous way while he is still with us to appreciate it?

"If each graduate of the college would, during the next two years contribute approximately \$222.00, we could, at an early date, complete the building and add it to the equipment for the effective training of the young men and women entrusted to us."

May we not again remind Friends that we must not stand still in times when our state is making such rapid strides forward, when phenomenal transformations are taking place in public education, when the moral and spiritual needs of our people cry out to us? The drawing and holding power of the college was never greater than it is today. The quality of our educational service to our people is unquestionably of high order. We have gone far with the great task. We shall not rest until it is completed.

GUILFORD COLLEGE INCOME AND EXPENSE FOR YEAR
ENDING JUNE 15, 1928

Income

Student fees:

Biology	\$ 925.00
Chemistry	1,217.88
Graduation	370.00
Home Economics	493.00
Music	1,145.50
Orientation	214.00
Physics	523.50
Registration	6,254.50
Tuition	26,962.25
	————— \$ 38,105.63
Endowment	32,383.86
Sundry Donations	6,549.45
	————— \$ 77,038.94
Deficit	60,614.13
	————— \$137,653.07

Expense

Administration	\$ 15,629.13
Instruction:	
Biology	\$ 749.13
Chemistry	1,177.19
Home Economics	80.89
Library (Books, Periodicals)	574.19
Music	159.18
Orientation	137.22
Physics	452.54
Salaries	46,185.64
Sundry	470.52
	————— 49,986.50
Maintenance:	
Annuities	1,220.00
Campus	1,864.61
Education Buildings	5,962.92
Garage	31.74
Insurance	1,235.05
Interest	3,646.17
Other Expense	202.90
	————— 14,163.39

Promotion:

Endowment Campaign	550.53
News service	602.24
Postage	238.71
Scholarships	2,690.09
Student Campaign (Advertising, Printing, Soliciting)	2,118.48
Sundry	1,058.60
	7,258.65

Paid Various Funds from Endowment Income:

Cox Hall	300.00
Girls Aid Fund	470.64
Instruction	1,384.36
Miscellaneous	581.12
Scholarships	2,157.77
	4,893.89

Improvement:

Archdale	5,000.00
Founders	5,400.00
Heating Plants	27,500.00
	37,900.00
Non-Education Departments	7,195.70
	\$137,027.26
Old Accounts Closed	625.81
	\$137,653.07

Maud L. Gainer, Treasurer.

GUILFORD COLLEGE BALANCE SHEET

JUNE 15, 1928

Assets

Current:

Cash on Hand and in Bank	\$ 1,397.66
Accounts Receivable	5,136.64
Bills Receivable	1,027.31
Live Stock and Supplies	10,501.16
Sundry Items	74.70
	\$ 18,137.47

Investments:

Endowment	557,887.32
Annuity Funds (Contingent Endowment)	4,000.00
Annuity Funds (Dormitory)	29,000.00
	<hr/>
	590,887.32

Fixed:

Land and Buildings	358,500.00
Equipment	58,394.00
	<hr/>
	416,894.00
	<hr/>
	\$1,025,918.79
Deficit	70,088.39
	<hr/>
	\$1,096,007.18

*Liabilities***Current:**

Accounts Payable	\$ 4,475.58
Bills Payable	66,000.00
Deposits and Fund Accounts	7,550.28
	<hr/>
	\$ 78,025.86

Deferred:

Annuity Bonds	49,200.00
---------------------	-----------

Fixed:

Plant—Real Estate and Buildings	352,500.00
Equipment	58,394.00
Endowment	557,887.32
	<hr/>
	968,781.32
	<hr/>
	\$1,096,007.18

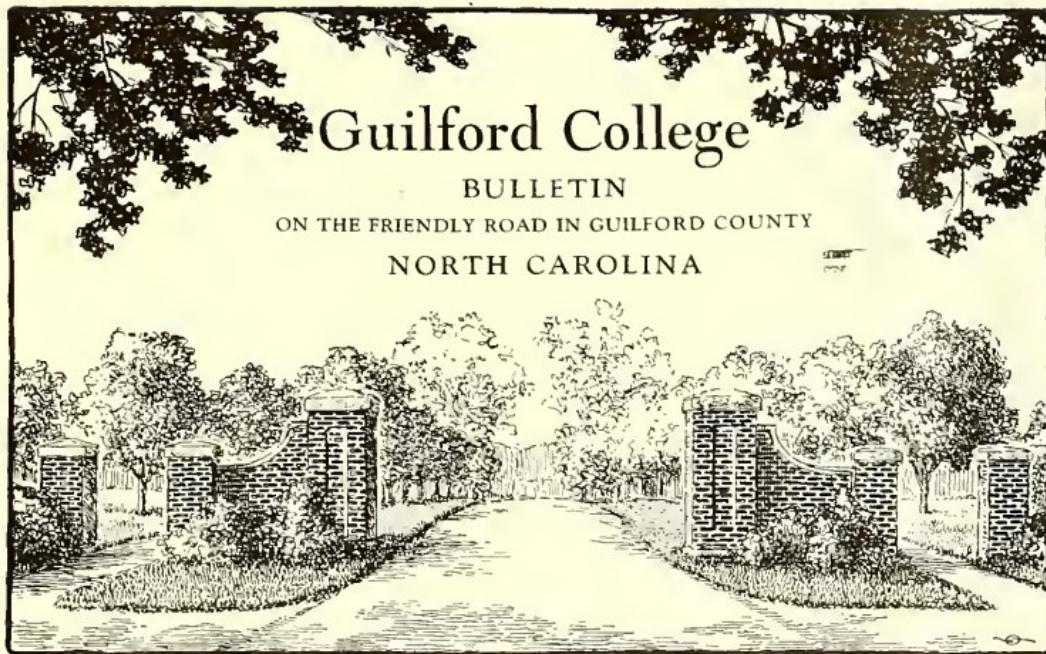
Maud L. Gainey, Treasurer.

In addition to the above assets, the college holds personal notes bearing 6% interest in favor of the endowment amounting to \$11,000.00
 The college also has a student loan fund of 20,000.00

Volume XXI

OCTOBER, 1929

Number 4



Guilford College
BULLETIN
ON THE FRIENDLY ROAD IN GUILFORD COUNTY
NORTH CAROLINA

Courses in Music and Expression



MAX S. NOAH
*Director of the
Department of Music*

PROFESSOR Noah received his A.B. degree from the Iowa State Teachers College, with a special diploma as teacher of music. He has studied with Professor Welles, of Syracuse University, and with Professor John Finlay Williamson, Director of the Dayton Westminster Choir. Professor Noah has had extensive experience as a teacher and director of music organizations. He toured with the Redpath Lyceum Bureau as a basso soloist and as a member of a quartet for three seasons; he was for a number of years church organist, choir director and conductor of the City Male Chorus, of Waterloo, Iowa. Since coming to Guilford College, Professor Noah has demonstrated his ability as a teacher of voice and piano. He is director of the men's glee club and organizer and conductor of the Guilford College Community Chorus. Both of these organizations are attracting much interest and favorable comment.

DOROTHY Wilbur Noah is a graduate of Iowa State Teachers College where she studied with Lowell M. Welles, of Syracuse University, Luther Richman, of Iowa State Teachers College, and Harold Holst, of Grinnell College; she has also studied with Oscar Saenger, of the American Conservatory of Music in Chicago, with Harriette Case, also of Chicago, and John Finlay Williamson, Director of the Dayton Westminster Choir. She studied Expression and Play Production with Bertha Martin, of the Iowa State Teachers College. Mrs. Noah has had much experience as a teacher of expression and of voice. Since coming to Guilford College she has made a reputation for herself both as a teacher and as director of the girls' glee club. She has acquired a reputation as a contralto soloist which brings her into prominence in music circles.



DOROTHY WILBUR NOAH
*Teacher of Voice and Expression
and Director of the Girls' Glee
Club.*

THE GUILFORD COLLEGE MEN'S GLEE CLUB 1929



The members are, left to right, front row: Currie Spivey, Floyd Cox, Paul Mathews, Max Noah, Director, Wm. Engemann, Alton Tew, Paul Tew, Julian Booker; second row: John Robertson, Norman White, Bunyan Andrews, Walter Davis, Clarence Thompson, Robert Van der Vort, Marvin Findley, Gleen Robertson, Sinclair Williams; back row: Robert Atkins, Calvin Wray, Justice Strickland, Clifford Shore, Leslie Murphy, French Holt, Wilmer Steel, Wade Mackie, Clay Turner.

THE MINNESINGERS

THE men's glee club forms a prominent place in Guilford College musical activities. Its membership is limited to twenty-eight. It is a member of the North Carolina State and Southern Intercollegiate Association,

and participated in the annual contest held in Durham in 1928. An annual tour is taken in the spring. The annual Minnesingers' Home-concert is given after the trip.

THE GIRLS' GLEE CLUB 1929



Bottom row: Eunice Lindley, Grace Hassell, Esther Reece, Dorothy Wilbur Noah, Josephine Paul, Carrie Teague, Margaret Pipkin, Annie Stanley; second row: Jean Cochran, Della Shore, Mary Elizabeth Pittman, Annie Ray, Edith Trivette, Hazel Templeton, Marie Barnes, Esther Lindley; third row: Rebecca Day, Nettie Rayle, Pauline Lightfoot, Margaret Reich, Mary Lou Wilkins, Edna Wafford, Virginia Saunders, Louise Melville Bernice Henley; fourth row: Eleanor Grimsley, Marian Wright, Kathryn Owen, Thelma King, Mary Reynolds, Myray Gamble, Georgia Fulk, Lola Monroe.

EUPHONIANS

THE girls' glee club has been put on a sound basis as a musical organization. It has a membership of thirty. Rehearsals are

held regularly each week. Many concerts are given in the immediate communities. The annual concert is given in the Spring of the year.



THE GUILFORD COLLEGE COMMUNITY CHORAL SOCIETY



THE MUSIC DEPARTMENT IS TO OCCUPY THIS HALL

MUSIC ORGANIZATIONS

THE Choral Society is composed of more than a hundred singers from the students and college community. The "Messiah" is given annually just before the Christmas recess, and other works of prominent composers are studied and sung on occasions.

The Choral Society, the two Glee Clubs, and other members of the Department of Music have formed a federated music club which is a member of the National Federation of Music Clubs. This brings the music students in touch with the national musical life and the world of musical thought.

COURSES IN MUSIC

Music is an inherent attribute of the nation's life and thought. The musician is in demand in the schools, the churches, the concert halls, and the homes all over the land.

The Department of Music trains the student in the technique and theory of music and seeks to create and cultivate an appreciation of its aesthetic value.

Students at Guilford College may secure the degree of Bachelor of Arts with a major in music by electing sixteen hours in one field of applied music and eight or more hours in theoretical music, and fulfilling the other requirements for the degree.

Students with any degree of proficiency in music may enter the music courses but only high school graduates and those with a knowledge of the requirements of music may secure college credit for their work. Only those who show ability in music and those who make satisfactory progress will be considered for graduation with a major in music.

Advanced standing in applied music will be considered on the basis of statements from former teachers and an examination. For further information write for the college catalogue.

APPLIED MUSIC

PIANOFORTE. A systematically developed technical foundation is the first requirement in pianoforte. This is accomplished by the proper hand formation and by the use of carefully selected and graded technical exercises; these are designed to give control to the muscles of the fingers, hands, and arms, so necessary for artistic results. At the same time the musical and aesthetic development of the student receives the most careful attention.

VOICE. True cultivation of the voice in singing consists in the correct development of pure tone quality and control. In order to accomplish this, two things are of utmost importance: correct breathing and proper support of the tone by the muscles of the body. A higher ideal is desired than the per-

fection of mere mechanical skill, viz: a musicianly style of singing and all that is implied in the term interpretation, together with a thorough appreciation of the best works of the masters. Ability to sing in at least two foreign languages is required.

VIOLIN AND VIOLONCELLO. Elementary training in the playing of these instruments is offered.

Four years of work is offered in piano and voice and two in violin and violoncello. The student may take one or two lessons a week with five hours practice or two lessons a week with ten hours practice. The charge is \$45.00 a year for one lesson a week, and \$75.00 for two lessons a week. Practice piano \$10.00 a year for five hours a week or \$16.00 a year for ten hours a week.

THEORETICAL MUSIC

THEORY OF MUSIC. One-half year's work. A study of the rudiments of music and its terminology, scales, intervals, chords, etc., as preparation for the study of harmony and overtones. Explanation of transposed instruments and various musical forms.

SIGHT SINGING. One-half year's work. The object of this course is to develop rythm, to aid in reading music at sight, to learn music notation and analysis, and to study music construction to gain a musical background for further study in music.

HIGH SCHOOL MUSIC. One-half year's work. Materials for high school music, including cantatas and operettas, are studied and explained. Courses of study in music for high school and junior high school are outlined, and training in advanced conducting is given.

APPRECIATION OF MUSIC. One-half year's work. Study of musical literature, vocal and instrumental, by means of a phonograph, voice and instruments. This course amply provides the student with a training that will enable him to understand and to appreciate the various forms of music and musical instruments.

HARMONY. Two year's work. Simple modulations and more difficult harmonizations. Altered chords.

Harmonic analysis. Keyboard work applying previous material studied. Originals.

COUNTERPOINT. One and one-half year's work. Melodic progressions, clefts, two, three, and four part counterpoint in all species.

HISTORY OF MUSIC. One year's work. I. A survey of music among primitive peoples, early church music, troubadours, minnesingers, and the invention of opera. Musicians from Bach to Weber.

II. The development of romanticism and program music. Musicians from Mendelssohn to Strauss.

III. Modern music in Italy, France, Russia, Scandinavia, England and America.

COURSES IN EXPRESSION

Two years' work is offered in Expression. The first year consists of oral interpretation and play production. The second year deals with public speaking and argumentation.

The fundamentals of speech, enunciation, and pronunciation are stressed. Training in voice building,

stage deportment, parliamentary law, speech composition and argumentation are given. Plays will be arranged, staged, acted and directed.

The second year's work will be offered in 1929-1930. It alternates with the first year. A charge of \$20.00 each semester is made for the private lessons.



THE NEW GARDEN MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.

FACTS ABOUT GUILFORD

Founded 1837

Enrollment Limited to 300

Co-educational

SPONSORED by the Society of Friends.
Non-sectarian in spirit and in practice.

Operates its own laundry, bakery, truck gardens, dairy and farm.

Sympathetic helpfulness given to students who must earn part of their expenses.

A liberal arts college strictly, granting the degrees of A.B. and B.S. only.

Provides excellent pre-medical, pre-law, and pre-engineering courses.

A student may major in home economics, in music, or business management, in addition to the regular academic subjects.

Opportunities for teacher training work are provided in the local high school.

Holds membership in the Association of Colleges and Secondary Schools of the Southern States, and for that reason its credits are recognized by colleges and universities throughout the United States.

Located in the Piedmont section of North Carolina, on a farm of three hundred acres, its surroundings are healthful.

Situated on the Friendly Road, in Guilford County, just six miles from Greensboro, fifteen miles from High Point, and twenty-three miles from Winston-Salem. it is easy to reach by train or motor.

For further information, write for Guilford College Catalogue

VOLUME XXI

1929

NUMBER 5

Guilford College BULLETIN

ON THE FRIENDLY ROAD IN GUILFORD COUNTY
NORTH CAROLINA



To the seniors
in our high schools:
You who are de-
ciding the college
question. *Do you
choose your col-
lege or do you just
go?*

FIRST. Those who wish to acquire scholarship. Those fine personalities who would like to break away from the grip of a materialistic age and live the intellectual and spiritual life. To these we offer a preparation for a life of research, writing and speaking. This preparation consists of a mastery of the intellectual tools, an acquaintance with a wide range of human achievement, and finally, through training in one special field of science, literature or art.

Second. Those who are undecided just what they want to do, but who wish to prepare for a useful and successful life. The curriculum and the courses lay a broad foundation and especially undertake to give a student an understanding of mankind and of the world in which we live.

Third. Those who wish to enter the teaching profession will find in Guilford College the atmosphere, the inspiration and facilities needed as a background for their work. The graduates of Guilford have attained distinction as teachers. Our Department of Education under the leadership of Eugene J. Coltrane—one of the outstanding public school men of North Carolina—will give excellent professional training.

Fourth. Special opportunities are offered to those who are interested in entering the world of business management or administration. For these a department of Economics and Business is maintained. The location of the College in the heart of the industrial section of the State, between the three cities of Greensboro, Winston-Salem, and High Point,



The program of Physical Education for the women with its drills, games and health instruction brings them grace of action, vigor and happy recreation.

What are the possibilities of a choice?

1. There is a choice between the big state institution and the smaller college;
2. Between the technical and liberal arts college;
3. The university with an unlimited number of courses, many highly specialized, or on the other hand a college proper with courses especially planned to guide the student to an understanding of the modern world and to scholarship in the principal fields of knowledge.
4. One may choose between the college organized for intellectual training only and one which seeks to combine intellectual and spiritual training into a wholesome unity.
5. There is a choice between the college with a reputation for doing well whatever it undertakes and the one that undertakes many things that it can not do well.
6. There is the college that seems to serve athletics and the one in which athletics serve the best interests of the students and the college.
7. There is the expensive college indulging in luxuries if not extravagance and there is the college that sets up the ideal of simple efficiency, wholesome economy and stimulating thrift.

There are many other contrasts which suggest the fact that no one college can meet the needs or the preferences of all kinds of students. The youth, therefore, must choose his college.

We do not intend to advise you what your choice should be, but we do suggest to you some of the characteristics of the college on the "Friendly Road in Guilford County."

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THE COLLEGE PROGRAM

What is the objective?

*What kind of students should come
to Guilford?*



offers special opportunities along this line. Prominent business men in all three of these cities are old Guilford students and graduates, and are glad to co-operate in providing opportunities for Guilford men.

Fifth. In pre-medical and pre-law work, Guilford offers excellent opportunities. Our graduates who have gone into medicine have made excellent records.

Sixth. Although we give no technical training in engineering, our departments of Mathematics, Physics, Chemistry and Biology lay a broad foundation for the technical work in engineering courses. There is a great advantage in doing the pre-professional work in a different institution from that in which the professional and technical training is secured. It brings one into a different atmosphere, broadens one's sympathies and lays a firm foundation for a life of wide service and influence.

Seventh. As the work in Economics and Business offers special opportunities to men, so the Department of Home Economics offers a special preparation for women. The ideals of the department cluster around the home-making problems. We desire to send young women out to make ideal homes. Although the department does cover the field required for teachers of Home Economics, its primary interests cluster around the future American Homes. In fact, teachers of Home Economics are prepared to do a finer piece of work for their students if they have the home, rather than the teaching of domestic science as the primary goal for their efforts.

Finally, Guilford College appeals to those who believe that the Christian religion has a fundamental place in the training for a happy, useful life, and who see, in the Christian faith, the possibilities of the greatest good in the world. It is that conception that lies at the foundation of the structure we are undertaking to build. The group with which we work is not too large for everyone to know and become the personal friend of every other one in the group. This produces a fellowship like the home circle. In such a group and in a home-like atmosphere lie the greatest possibilities for mutual helpfulness.

For further information, write for Guilford College catalogue. Summer session from June 4th to August 3rd. Address The President, Guilford College, Guilford College, N. C.



How Students Carry On

at

GUILFORD COLLEGE



For ninety-two years Funders hall has accommodated young men and women whose aspiration have led them out on the quest; whose ambitions have driven them out on the road to high achievement. It stands here still awaiting your decision. Guilford College has never aspired to be big in numbers but big in heart, in friendship and in spirit.

The Minnesingers on their spring trip. Glee clubs, a Choral Society and A'Capella Choir under the leadership of Max Noah afford unusual opportunities along musical lines.



The Dramatic council with Prof. Furnas as director and Mrs. Noah as the teacher of expression is producing some splendid plays and training students for excellent work in this field of student activity. Guilford teachers in high schools make good directors of dramatics.



A Great Fellowship—Friends from the best homes of scores of communities



In the fight to win, not the game alone, but a fine and active body. The physical director organizes sports for all the men. There are intercollegiate teams in football, basket ball, baseball, tennis and track.



The debating and oratorical council directed by Dean Trueblood is preparing men for successful lawyers, ministers, statesmen, and other lines of public service. The *Guilfordian* Board assisted by the Department of English and a course in Journalism has been publishing an outstanding weekly newspaper. Through the work of the Y. M. C. A. and the Y. W. C. A. training for Christian leadership is provided. Four literary societies, two for men and two for women, give the students parliamentary practice and experience in promoting literary achievements. These and other student activities make life on the Guilford Campus varied and full of interest.



The program of Physical Education for the women with its drills, games and health instruction brings them grace of action, vigor and happy recreation.



Where the silent great of all ages speak to us from the printed page.



Piece of a Portion of Dining Hall

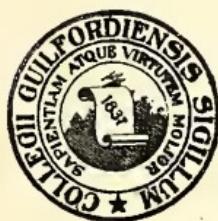
The Course of Study

THE curriculum at Guilford College has two main phases. The first objective is to acquire a wide acquaintance with the arts and sciences with a view to forming a philosophy of life that will support a strong character. The objective of this first phase is a Christian Scholar and Gentleman. The second phase seeks to acquire scholarship in some one field and to accompany these special studies with the related subjects that will make scholarship effective in the affairs of life. The fields from which a major may be chosen are: English, Latin, Greek, French, German, Spanish, History and Political Science, Economics and Business, Education, Biology, Chemistry, Physics, Home Economics, Music, Religion, and Psychology and Philosophy.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
6 Natural Science	6 Psychology and Social Science	6 Social Science	6 Philosophy and Religion
6 English	6 Literature and Art	6 Biblical Literature	6 Elective
6 Foreign Language	6 Foreign Language	6 Major or Related Subject	6 Major or Related Subject
6 Mathematics	6 Mathematics	6 Major or Related Subject	6 Major or Related Subject
—	—	6 MAJOR	6 MAJOR
6 MAJOR	6 MAJOR	2 Physical Education	2 Physical Education
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education

Vol. XXI No. 6

February, 1929



GUILFORD COLLEGE BULLETIN OF INFORMATION

Summer Session

Announcement

1929

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

GENERAL INFORMATION

LENGTH OF SESSION

The Summer Session will cover exactly nine weeks, June 4 to August 5, June 4 to be used for registration. All classes meet six days each week, except the afternoon classes, which are lengthened to make no work necessary on Saturday afternoon. The maximum credit possible for the nine weeks is ten semester hours, and the normal registration is for nine hours of work. Courses covering a full year of work give six hours of credit and meet two hours daily, with the exception of laboratory courses which meet for a longer period. The earning of six hours of credit in Biology, Chemistry or Physics meets the College requirements for graduation, so far as these studies are concerned.

BOARD AND LODGING

Young men live in Cox Hall and young women in Founders Hall and all eat in the dining room at Founders Hall. Everything possible is done to build up an atmosphere of study, which is made easier by the absence of outside activities which occupy so much time in the regular year. The Guilford College campus is a delightful spot in summer.

EXPENSES

The necessary expenses of a summer school student can be kept within ten dollars a week for the entire period. All bills are payable at the Treasurer's office at the time of registration. The ordinary expenses are as follows:

Registration	\$ 5.00
Tuition (9 hours)	27.00
Board	45.00
Room	10.00
Total	\$87.00

Students wishing laundry done at the College may obtain this service for five dollars for the session. Tuition is paid at the rate of three dollars per credit hour.

FACULTY

D. E. TRUEBLOOD, Dean of Men, will be Director of the Session and teach the courses in history and philosophy.

DR. C. O. MEREDITH, Professor of German at the University of Richmond, will teach German.

DR. WM. L. LOFTON, Professor of Chemistry in Guilford College, will teach Chemistry, Physics and Mathematics.

L. L. WILLIAMS, Professor of Education in Guilford College, will teach Education and Biology.

LEANORE GOODENOW, of Burlington, N. C., will act as Dean of Women and teach English.

KATHERINE B. DUNSTAN will teach French and Spanish.

COURSES OFFERED

1.	SCIENTIFIC GROUP	
a.	Biology—General Biology	6 hours
b.	Chemistry—General Chemistry	6 hours
c.	Physics—General Physics	6 hours
d.	Mathematics—College Algebra	6 hours
2.	LANGUAGE GROUP	
a.	English—Freshman English	6 hours
	Sophomore English	6 hours
b.	German—Beginning German	6 hours
	Second year German	6 hours
c.	French—Beginning French	6 hours
d.	Spanish—Beginning Spanish	6 hours
	Second year Spanish	6 hours
3.	SOCIAL SCIENCE GROUP	
a.	Education—History of Education	3 hours
	Principles of Elementary Education	3 hours
	Principles of Secondary Education	3 hours
b.	History—English History	6 hours
c.	Philosophy—Philosophy Survey	6 hours
	History of Philosophy	3 hours
d.	Psychology—Individual Work	3 hours

Any reasonable shift in the plan of courses will be made to meet the needs of each individual registered. Additional work in the above fields or other fields will be offered on sufficient demand.

THE COLLEGE CURRICULUM

In order for students attending the summer session to plan their work in view of the general college requirements, the curriculum is printed below. This curriculum attempts to unify and co-ordinate the entire college course. The subjects printed in ordinary type above the blank space are required, while those below make up the progressive development of a major. Many of the required subjects are offered in the summer school. Any of the instructors will be glad to advise concerning majors.

OUTLINE OF THE COLLEGE COURSE OF STUDY

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Natural Science	Psychology and Social Science Literature and Fine Arts	Social Science Biblical Literature	Philosophy and Religion
English	Language		Elective
Language			Major or Related Subject
Mathematics			Major or Related Subject
			Major or Related Subject
			Major
			Physical Education
<i>Major</i>	<i>Physical Education</i>		

Guilford College
ON THE FRIENDLY ROAD IN GUILFORD COUNTY
North Carolina

Guilford College wishes to announce that the following speakers are now available. The topics are chosen with reference to high school students and young people's organizations. President Raymond Binford: *Modern Tendencies in Higher Education and Interpretations of Science, Religion and Education.*

Elwood C. Perisho, Professor of Geology: Dr. Perisho has established a reputation as a speaker. His subjects cover *Vocational, Scientific and Current Topics.*

Samuel Haworth, Professor of Religious Education: *Days in Rome* (Illustrated). Elton Trueblood, Professor of Philosophy and Dean of Men: *A Religion for College Men.* Phillip Furnas, Professor of English: *On Foot Through Serbia.*

Duane McCracken, Professor of Economics: *The Door of Opportunity.*

Hill Turner, Professor of Education: (1) *The Modern Palestine.* (2) *A College Education.* Mrs. B. M. B. Andrews, Director of Physical Education for Women and Dean of Women:

The Need of Physical Training for Young Women.

Mrs. Raymond Binford: *Your Parent-Teacher Association.*

For further information, please address HILL TURNER, GUILFORD COLLEGE, N. C.



